

Education Cabinet

Program Assessment

http://kytech.ky.gov/programassessment.htm



EXAMPLE DOCUMENTATION FOR ALL 21-STANDARDS

July 1, 2005 - June 30, 2006



Program Assessment Example Documentation

TABLE OF CONTENTS

Standard	Page
1 – Curriculum	3
2 – Certificates	22
3 – Lesson Plans	39
4 – Evaluation	57
5 – CATS and KOSS	96
6 – Student Recognition	135
7 – Postsecondary Links	149
8 - Career Planning	165
9 – Follow-Up	184
10 – Facility Safety	190
11 – Student Safety	205
12 – Student Organization	225
13 – Public Relations	236
14 – Families and Community	259
15 – Advisory Committee	276
16 – Industry Certification	286
17 – Work-Based Learning	334
18 – Professional Growth	346
19 – Program Improvement Plan	369
20 – Resources	377
21 - Technology	385

STANDARD 1



EDUCATION CABINET Central Office School

Course Sequence



Cluster: <u>Transportation</u>

Career Major: Automotive Technology

9th

SECONDARY PLAN 11th

12th

ACADEMIC CORE

English I	English II	English III	English IV	
Algebra I	Geometry	Math Elective		
Science	Science	Health & PE	Science	
Social Studies	History	Social Studies	Social Studies	
	Art Appreciation			

TECHNICAL CORE

*BA 120 Personal Finance (.5)	AUT 110 & 111Brake Systems ¹	AUT 160 & 161 Suspension & Steering ³	ADX 120 & 121 Auto Electricity
*WPP 200 Workplace Principles (.5)	ADX 170 &171 Air Conditioning ²	AUT 180 & 181 Auto Trans/Transaxle	ADX 260 & 261 Electrical Systems ⁵
*CIS 100 Intro to Computers (.5)		AUT 130 & 131 Manual Transmissions ⁴	*AUT 199 Coop or AUT 198 Practicum

^{*} Elective

NONDUPLICATED POSTSECONDARY PLAN

Freshman		Sophomore		Junior	Senior
ADX 150 Engine Repair	(3)	COE 299 Cooperative Ed	(1)		
ADX 151 Eng Rep Lab ((2)	CIS 100 Intro to Compute	rs (3) ⁶		
AUT 140 Fuel & Ignition ((3)	Social Interaction	(3)		
AUT 141 Fuel & Ign lab ((2)	Heritage/Humanities	(3)		
Math ((3)	Oral Communication	(3)7		
Writing ((3)				
AUT 142 Emission Sys ((3)				
AUT 143 Emission Lab (2	2)				
AUT 240 Ctl Sys & Di ((3)				
AUT 241 Ctl SysDi Lab (2	2)				
Science ((3)				

⁶Automotive Technician Diploma completed.



¹Automotive Specialty Technician – Brake Repairer O*Net completed.

²Automotive Specialty Technician – Air Conditioning Mechanic O*Net completed.

³Automotive Specialty Technician - Front End Mechanic O*Net completed.

⁴Automotive Specialty Technician – Transmission/Transaxle Technician O*Net and career major completed.

⁵Ground Transportation Electrician O*Net completed.

⁷Associate Degree in Applied Science - Automotive Technology completed.



Education Cabinet Central Area Technology Center Master Schedule Sample Automotive Technology Program



Current School Year

Period	Course	H.S. Semester Hours
1 st Semester		
1st Block	AUT 110 & 111 Brake Systems	1
2 nd Block	ADX 170 & 171 Air Conditioning	1
3 rd Block	AUT 160 & 161 Suspension & Steering	1
4 th Block	AUT 180 & 181 Automatic Transmission/Transaxle	1
2 nd Semester		
1st Block	AUT 130 & 131 Manual Transmissions	1
2 nd Block	AUT 110 & 111 Brake Systems	1
3 rd Block	ADX 120/121 Auto Electricity	1
4th Block	ADX 260 & 261 Electrical Systems	1

Note: Coop may be scheduled during any block(s) for 1-3 high school credits to meet the needs of the student. WPP 200 Workplace Principles and CIS 100 Introduction to Computers are taught in the office technology program.

Next School Year

Period	Program	H.S. Semester Hours
1 st Semester		
1st Block	AUT 130 & 131 Manual Transmissions	1
2 nd Block	AUT 110 & 111 Brake Systems	1
3 rd Block	ADX 120/121 Auto Electricity	1
4th Block	ADX 260 & 261 Electrical Systems	
2 nd Semester		
1st Block	AUT 160 & 161 Suspension & Steering	1
2 nd Block	AUT 180 & 181 Automatic Transmission/Transaxle	1
3 rd Block	AUT 110 & 111 Brake Systems	1
4 th Block	ADX 170 & 171 Air Conditioning	1

Note: Coop may be scheduled during any block(s) for 1-3 high school credits to meet the needs of the student. WPP 200 Workplace Principles and BA 120 Personal Financial Management are taught in the office technology program.



Program: Automotive Technology

School: Central Area Technology Center

AUT 110 and 111 Brake Systems and Lab First block – Daily Lesson Plans (Schedule/Topic) Month / Year

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Task 5-Diagnose Pressure Concerns/PASCAL's Law MA-H-1.3.4: Ratio and proportion RD-H-4.0.9: Apply information: RD-H-4.0.8: Identify essential information SC-H-1.4.1	Provide Handout with Formulas P=F/A MA-H-1.3.4 RD-H-4.0.9 RD-H-4.0.8	Demonstrate Pressure with Master Cylinder SC-H-1.4.1: Laws of motion RD-H-4.0.9 RD-H-4.0.8	Instruct on how to find other Variables besides pressure. P x A=F MA-H-4.3.2: Formulas and equations RD-H-4.0.8 RD-H-4.0.9	Demonstrate Use on Actual Brake system SC-H-1.4.1 RD-H-4.0.9 RD-H-4.0.8
2	Task 15-Bleed Brake System PL-H-4.2:2: Graph equation of a line	Manual Brake Bleeding SC-H-1.4.1 RD-H-4.0.9 RD-H-4.0.8	Pressure Brake Bleeding SC-H-1.4.1 RD-H-4.0.8 RD-H-4.0.9	Surge Brake Bleeding SC-H-1.4.1 RD-H-4.0.8 RD-H-4.0.9	Vacuum Brake Bleeding SC-H-1.4.1 RD-H-4.0.9 RD-H-4.0.8
3	Task 30-Rotor Measurements <i>PL-H-4.2.2</i>	Measure Brake Rotor Thickness MA-H-2.1.2: Spatial relationships MA-H-4.3.2	Measure Rotor Runout MA-H-2.1.2 MA-H-4.3.2	Demonstrate use of Dial Indicator MA-H-2.1.2 MA-H-4.3.2	Test and Measure Rotors MA-H-2.1.2 MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9
4	Task 22-23-24 Pre-adjust Brake Shoes MA-H-3.2.1: Analyze data MA-H-3.2.6: Probabilities PL-H-4.2.2: Basic skills for careers	Remove Brake Drums RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2	Measure Brake Drum Clearance RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 MA-H-1.3.4	Adjust Brakes and Self-Adjuster RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 MA-H-1.3.4	Check Brake Drums and Shoes for Proper Operation. MA-H-3.2.1 MA-H-3.2.6 MA-H-1.3.4
5	Anti-Lock Brake Operation MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.4.4: Single electromagnetic force SC-H-1.5.2	System Diagnosis <i>MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1</i>	Component Diagnosis MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1	Hydraulic Control Unit Operation MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.44	Speed Sensors MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.44

School Name: Central Office School Program: Automotive Technology

KY Tech Course Name: Automotive Electricity Teacher: George Jones

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

ADX 120 Basic Automotive Electricity 3 ADX 121 Basic Automotive Electricity Lab 2

Course Description

This course introduces the student to the principles, theories, and concepts of the automotive electrical system that include the unique diagramming, coding, and locating of wiring and component devices.

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

Excellence

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Objectives

Upon completion of this course the student will be able to:

1. Demonstrate the use of wiring diagrams, circuit tests, and multimeters in the diagnosis of electrical circuit problems.

Grading

Grading Scale	Grading Criteria
A 100-93	20% Written assignments
B 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69-0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
- 3. Pencil for note taking
- 4. 50 sheets of loose-leaf filler paper
- 5. Safety glasses

- 1. Be regular and punctual in attendance.
- 2. Enter classroom/lab quietly.
- 3. Do not bring pop or snacks into the classroom or lab.
- 4. Wear proper clothing and safety equipment.
- 5. Keep classroom and shop free of paper, food, and clutter.
- 6. Obey all safety rules and regulations.
- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:
-	
Parent signature:	Date:

School Name: Central Office School Program: Automotive Technology

KY Tech Course Name: Air Conditioning Teacher: George Jones

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

ADX 170 Climate Control 3 ADX 171 Climate Control Lab 2

Course Description

This course introduces the theory and operation of heating and air conditioning systems. Air conditioning terminology and how to service and troubleshoot mechanical and electrical circuits of heating and air conditioning systems are emphasized.

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

Excellence

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Objectives

Upon completion of the course the student will be able to:

- 1. Demonstrate the principles of refrigeration and the refrigeration cycle and
- 2. Diagnose and repair automotive heating and air conditioning systems to produce maximum comfort to passengers.

Grading

Grading Scale	Grading Criteria
A 100-93	20% Written assignments
В 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69-0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
- 3. Pencil for note taking
- 4. 50 sheets of loose-leaf filler paper
- 5. Safety glasses

- 1. Be regular and punctual in attendance.
- 2. Enter classroom/lab quietly.
- 3. Do not bring pop or snacks into the classroom or lab.
- 4. Wear proper clothing and safety equipment.
- 5. Keep classroom and shop free of paper, food, and clutter.
- 6. Obey all safety rules and regulations.
- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:
Parent signature:	Date:

School Name: Central Office School Program: Automotive Technology

KY Tech Course Name: Brake Systems Teacher: George Jones

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

AUT 110 Brake Systems AUT 111 Brake Systems Lab

Course Description

This course involves the operational theory and application of hydraulic and anti-lock brake systems; disc and drum brakes are discussed.

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

Excellence

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Objectives

Upon completion of the course the student will be able to:

- 1. Demonstrate basic hydraulic principles and design
- 2. Demonstrate the construction and operation of various brake systems
- 3. Diagnose and repair both drum and disk brakes, master cylinder, wheel cylinder, vacuum power booster, antilock brakes, and related component parts.

Grading

Grading Scale	Grading Criteria
A 100-93	20% Written assignments
B 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69-0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
- 3. Pencil for note taking
- 4. 50 sheets of loose-leaf filler paper
- 5. Safety glasses

- 1. Be regular and punctual in attendance.
- 2. Enter classroom/lab quietly.
- 3. Do not bring pop or snacks into the classroom or lab.
- 4. Wear proper clothing and safety equipment.
- 5. Keep classroom and shop free of paper, food, and clutter.
- 6. Obey all safety rules and regulations.
- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:		
Parent signature:	Date:		

School Name: Central Office School Program: Automotive Technology

KY Tech Course Name: Suspension and Steering Teacher: George Jones

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

AUT 160 Suspension and Steering 3 AUT 161 Suspension and Steering Lab 2

Course Description

This course presents the automotive suspension system, the diagnosing of suspension problems, identifying components, recognizing tire wear problems, wheel balancing, and the use of alignment equipment.

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

Excellence

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Objectives

Upon completion of the course the student will be able to:

1. Diagnose and repair problems such as unusual tire wear, noise, and vibration related to the suspension and steering systems.

Grading

Grading Scale	Grading Criteria
A 100-93	20% Written assignments
B 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69 - 0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
- 3. Pencil for note taking
- 4. 50 sheets of loose-leaf filler paper
- 5. Safety glasses

- 1. Be regular and punctual in attendance.
- 2. Enter classroom/lab quietly.
- 3. Do not bring pop or snacks into the classroom or lab.
- 4. Wear proper clothing and safety equipment.
- 5. Keep classroom and shop free of paper, food, and clutter.
- 6. Obey all safety rules and regulations.
- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:
Parent signature:	Date:

School Name: Central Office School			Program:	Automotive Technology	
KY Tech Cours	e Name:	Automatic Transmission/Trans	saxle	Teacher:	George Jones
W.161.16	104 4			1	

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

AUT 180	Automatic Transmission/Transaxle	3
AUT 181	Automatic Transmission/Transaxle Lab	2

Course Description

This course involves the study of the operating principles of rear and front wheel drive automatic transmissions and transaxles and the testing and diagnostic process.

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

Excellence

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Grading Scale

Objectives

Upon completion of the course the student will be able to:

1. Repair and reassemble both rear-wheel-drive automatic transmissions and front-wheel-drive automatic transaxle, hydraulic principles and power flow.

Grading Criteria

Grading

A 100-93	20% Written assignments
B 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69-0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
- 3. Pencil for note taking
- 4. 50 sheets of loose-leaf filler paper
- 5. Safety glasses

- 1. Be regular and punctual in attendance.
- 2. Enter classroom/lab quietly.
- 3. Do not bring pop or snacks into the classroom or lab.
- 4. Wear proper clothing and safety equipment.
- 5. Keep classroom and shop free of paper, food, and clutter.
- 6. Obey all safety rules and regulations.
- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:		
Parent signature:	Date:		

School Name: Central Office School Program: Automotive Technology

KY Tech Course Name: Manual Transmissions Teacher: George Jones

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

AUT 130 Manual Transmissions 3 AUT 131 Manual Transmissions Lab 2

Course Description

This course involves an in-depth study of principles of operation, construction, and service of manual transmissions and related drive train components (differentials, clutches, u-joints, rear-wheel drive and 4-wheel drive).

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

<u>Excellence</u>

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Grading Scale

Objectives

Upon completion of the course the student will be able to:

1. Demonstrate principles of operation, construction, and service of manual transmissions and related drive train components, differentials, clutches, u-joints, rear-wheel drive, and 4-wheel drive.

Grading Criteria

Grading

A 100-93	20% Written assignments
B 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69-0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
- 3. Pencil for note taking
- 4. 50 sheets of loose-leaf filler paper
- 5. Safety glasses

- 1. Be regular and punctual in attendance.
- 2. Enter classroom/lab quietly.
- 3. Do not bring pop or snacks into the classroom or lab.
- 4. Wear proper clothing and safety equipment.
- 5. Keep classroom and shop free of paper, food, and clutter.
- 6. Obey all safety rules and regulations.
- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:		
Parent signature:	Date:		

School Name: Central Office School Program: Automotive Technology

KY Tech Course Name: Electrical Systems Teacher: George Jones

High School Credits: 1

KCTCS Course Number(s), Name(s) and College Credits(s):

ADX 260 Electrical Systems 3 ADX 261 Electrical Systems Lab 2

Course Description

This course involves an in-depth study of principles of operation, construction, and service of manual transmissions and related drive train components (differentials, clutches, u-joints, rear-wheel drive and 4-wheel drive).

Materials Used

Textbooks: Modern Automotive Technology, Problems in Math for Automotive Technicians, and Automotive

Excellence

Software: ShopKey, All Data, CDX

Magazines: Motor Magazine

Objectives

Upon completion of the course the student will be able to:

- 1. Explain the electronic components of the automobile, including semiconductors, diodes, transistors, and other components.
- 2. Demonstrate how each component of the automobile interacts with the electronic circuit.
- 3. Demonstrate computer basics, actuators, and speed control devices in the automobile.

Grading

Grading Scale	Grading Criteria
A 100-93	20% Written assignments
B 92-85	25% Daily performance grade
C 84-76	30% Written and performance tests
D 75-70	25% Final exam
F 69-0	
I Incomplete	*Courses with grades of less than a "C" will not count toward a certificate.

Procedures for Makeup Work/Tests

Automotive Technology students are required to furnish the following items:

- 1. Work boots--steel toe recommended
- 2. 3-prong pocket notebook
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- 7. Obey all high school rules and policies.
- 8. No horseplay.
- 9. Return all tools and equipment to proper locations before leaving the classroom/shop.
- 10. Be courteous to teachers and fellow students.

Student signature:	Date:		
Parent signature:	Date:		

		COCKSES	LLIDOS	
School Name:	Central	Office School	Program:	Automotive Technology
KY Tech Cours	e Name:	Cooperative Education/Practic	cum Teacher:	George Jones
High School Cr	edits: 1 –	-3 KCTCS Co COE 299	urse Number(s), Nar Cooperative Educa	me(s) and College Credits(s): ation Program 1
Course Descrip Coop provides so who participate i Practicum do not	upervised n the Coo	perative Education Program rec	ated to the student's eceive compensation fo	educational objectives. Students or their work; students in
Materials Used Textbooks: Mod Excellence Software: Shopl Magazines: Mod	Key, All E	Data, CDX	n Math for Automotiv	ve Technicians, and Automotive
Objectives - Obj	ectives are	e defined on the coop agreemer	nt.	
 A student mu A student ma If the student grant permiss The student rand social sec When two or writing from The student rand social sec When two or writing from The student rand The coop agr The coop site 	ist be pass y not atter is fired, the sion for an nust consumust provicurity card more stud his/her pa nust abide eement m will be vi	ult with the teacher before quitting the acopy of his/her driver licer of the coop of his/her driver licer of the coop of the	ol and technical center d school that same da that to another coop job ing a coop job. ase, proof of car insur- together, each studen op. rent/guardian, employ pol official.	b; however, the teacher MAY rance, proof of health insurance, at must have permission in yer, teacher, and school official.
Grading S A 100-93 B 92-85 C 84-76 D 75-70 F 60-0 I Incomp		Grading Criteria 50% Employer Evalua 50% Teacher Evalua		
Student signature	:		Date:	
Parent signatura:		,	Data	

STANDARD 2



EDUCATION CABINET Central Office School Course Sequence



Cluster: Transportation

Career Major: Automotive Technology

9th

SECONDARY PLAN

12th

ACADEMIC CORE

10th

English I	English II	English III	English IV
Algebra I	Geometry	Math Elective	
Science	Science	Health & PE	Science
Social Studies	History	Social Studies	Social Studies
	Art Appreciation		

TECHNICAL CORE

*BA 120 Personal Finance	AUT 110 & 111Brake	AUT 160 & 161 Suspension	ADX 120 & 121 Auto
(.5)	Systems ¹	& Steering ³	Electricity
*WPP 200 Workplace	ADX 170 &171 Air	AUT 180 & 181 Auto	ADX 260 & 261 Electrical
Principles (.5)	Conditioning ²	Trans/Transaxle	Systems ⁵
*CIS 100 Intro to Computers		AUT 130 & 131 Manual	*AUT 199 Coop or AUT
(.5)		Transmissions ⁴	198 Practicum

^{*} Elective

NONDUPLICATED POSTSECONDARY PLAN

Freshman		Sophomore		Junior	Senior
ADX 150 Engine Repair	(3)	COE 299 Cooperative Ed	1 (1)		
ADX 151 Eng Rep Lab ((2)	CIS 100 Intro to Comput	ers (3) ⁶		
AUT 140 Fuel & Ignition ((3)	Social Interaction	(3)		
AUT 141 Fuel & Ign lab ((2)	Heritage/Humanities	(3)		
Math ((3)	Oral Communication	(3)7		
Writing ((3)				
AUT 142 Emission Sys ((3)				
AUT 143 Emission Lab (2	2)				
AUT 240 Ctl Sys & Di ((3)				
AUT 241 Ctl SysDi Lab (2	2)				
Science ((3)				

⁶Automotive Technician Diploma completed.



¹Automotive Specialty Technician – Brake Repairer O*Net completed.

²Automotive Specialty Technician – Air Conditioning Mechanic O*Net completed.

³Automotive Specialty Technician - Front End Mechanic O*Net completed.

⁴Automotive Specialty Technician - Transmission/Transaxle Technician O*Net and career major completed.

⁵Ground Transportation Electrician O*Net completed.

⁷Associate Degree in Applied Science - Automotive Technology completed.



Education Cabinet Central Area Technology Center Master Schedule Sample Automotive Technology Program



Current School Year

Period	Course	H.S. Semester Hours
1st Semester		
1st Block	AUT 110 & 111 Brake Systems	1
2 nd Block	ADX 170 & 171 Air Conditioning	1
3 rd Block	AUT 160 & 161 Suspension & Steering	1
4th Block	AUT 180 & 181 Automatic Transmission/Transaxle	1
2 nd Semester		
1st Block	AUT 130 & 131 Manual Transmissions	1
2 nd Block	AUT 110 & 111 Brake Systems	1
3 rd Block	ADX 120/121 Auto Electricity	1
4 th Block	ADX 260 & 261 Electrical Systems	1

Note: Coop may be scheduled during any block(s) for 1-3 high school credits to meet the needs of the student. WPP 200 Workplace Principles and CIS 100 Introduction to Computers are taught in the office technology program.

Next School Year

Period	Program	H.S. Semester Hours
1 st Semester		
1st Block	AUT 130 & 131 Manual Transmissions	1_
2 nd Block	AUT 110 & 111 Brake Systems	1_
3 rd Block	ADX 120/121 Auto Electricity	1
4th Block	ADX 260 & 261 Electrical Systems	1
2 nd Semester		
1st Block	AUT 160 & 161 Suspension & Steering	1
2 nd Block	AUT 180 & 181 Automatic Transmission/Transaxle	1
3 rd Block	AUT 110 & 111 Brake Systems	1
4 th Block	ADX 170 & 171 Air Conditioning	1

Note: Coop may be scheduled during any block(s) for 1-3 high school credits to meet the needs of the student. WPP 200 Workplace Principles and BA 120 Personal Financial Management are taught in the office technology program.



	50 25.4%	5 33.3%	Program	7 43.8%	Program	5 35.7%	Program	9 (53%	Program	2 222%	Program	4 26.7%	Program	_216.7%	Program	9333%	i I	, 	3 37.5%	Program	4 182%	-	50 25.4%	Institution	A		D= OTHER B		C = ECONOMIC		B= BOTH		A = ACADEMIC (A)		Sort By:	Student Criteria:	Education Level:	Student Objective:	Program Definition:	Program:	Institution Name:	
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Program Enrollment

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Order ID	Field Name	Field Value	Enrollments
-	Institution	OATC	19
2	Program	AIR CONDITIONING TECHNOLOGY [47.0201]	1
2	Program	AUTOMOTIVE TECHNOLOGY [47.0604]	1
2	Program	CARPENTRY [46.0201]	1
2	Program	COMPUTER AIDED DRAFTING [48.0101]	2
2	Program	ELECTRICITY [46.0302]	1
2	Program	MACHINE TOOL TECHNOLOGY [48.0503]	12
2	Program	WEI DING [48.0508]	1

RAND TOTAL Enrollments: 1

Page: 1 of 1

of 1	Page: 1				
53	GRAND TOTAL Enrollments:	100.00%	Disability : 53	GRAND TOTAL - Disability: 53	
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,,	L = SPEECH/LANGUAGE IMPAIRMENT (E)	_	H = MULTIPLE DISABILITIES (K)	EMOTIONAL BEHAVIORAL DISABILITY (G)	D = EMOTIONAL BEHAV
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Statistical Report - Special Populations

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opulations: 0	0 %00	0.0% 0 0		CHNOL		INFORMATION TECHNOLOGY [52,1200]	096	HEALTH SCIENCES [51.1100]	0% 0 0 0	ELECTRICITY (46 0302)	COMPUTER AIDED DRAFTING (48.0101	0% 0	CARPENTRY [46.0201]		AUTOMOTIVE TECHNOLOGY [47.0604]		AIR CONDITIONING TECHNOLOGY [47.0201]		ADMINISTRATIVE SUPPORT SERVICES [52.0401	0.038	I CO ATC	m	т #	G II	Ti II	III	1							
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Program Enrollment

		Student Criteria: Non-Trad Female	Student Criteria
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Enrollmonto: E67	CBAND TOTAL		
27	WELDING [48.0508]	Program	2
44	MACHINE TOOL TECHNOLOGY [48.0503]	Program	2
52	INFORMATION TECHNOLOGY [52.1200]	Program	2
166	HEALTH SCIENCES [51.1100]	Program	2
23	ELECTRICITY [46.0302]	Program	2
53	COMPUTER AIDED DRAFTING [48.0101]	Program	2
27	CARPENTRY [46.0201]	Program	2
78	AUTOMOTIVE TECHNOLOGY [47.0604]	Program	2
22	AIR CONDITIONING TECHNOLOGY [47,0201]	Program	2
75	ADMINISTRATIVE SUPPORT SERVICES [52.0401]	Program	2
567		Institution	_
Enrollments	Field Value	D Field Name	Order ID
		Order by: insuluion, Program	

GRAND TOTAL Enrollments: 567

Page: 1 of 1

TECH PREP Self-Study/Evaluation

When completing this evaluation use data collected from the Tech Prep Programs at your school during the previous (2003-2004) school year.

Section 1: School Information

School Name:		High School
High So	chool Principal:	Teresa '
Superir	ntendent:	Dale .
Area Te Principa	echnology Center al:	Dennis
Curre	ently Tech Prep Funded:	⊠ Yes □ No
Tech	Prep Site Coordinator:	Robi
Type Sc	heduling:	
Alternati	ive Use of Time:	☐ Yes
Alternati	ive Calendar:	☐ Yes
Sectio		s, Assessment, Exploration and Planning or vocational studies (2.36, 2.37, & 2.38) are being Yes No
	taught at the middle school a below, telling how they are a school and the school at the school and the school are school and the school are school as	mid high school levels. (If yes, complete and 2.b.3 ddressed at each level.) xpectations for Vocational Studies s for choosing and preparing for a career. skills and work habits that lead to success in future skills such as interviewing, writing resumes, and s that are needed to be accepted into college or
2.b.3	period . The IGP process is Teachers at / High S practical application of core Business, Communications, I ATC also offers additional of Transportation, Manufactur All seniors explore career of	dents are assigned an advisor and have a scheduled Advisor/Advisee initiated in 6 th grade, expanded and refined in grades 7 through 12. chool work with ATC faculty to develop integrated units that address a content in real world context. High offers CTE courses in information Technology, Marketing, and Technology Education. The career courses in the clusters of Human Services, Construction,
2.c	Career exploration is provided	d at the middle school level.

Standard 2 - C Special Population Tech Prep Example Page 2 of 2

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							_	
9.b	Changes were made as a redescribe below in 9.b.1.)	esult of profession	al development activitio	es. (If yes,	M '	Yes	ا <u>لـا</u>	No
9.b.1	The following changes were development activities: advising students in the are knowledge and tools to service.	High School de as of career and t	eveloped a more thoro	ugh and comp	rehen	nsive p		for
	Curriculum alignment, diff on career development, tr and SBDM Councils at MH	ansition, and prep	_				•	
	Expanded dialogue regard	ing career/vocati	onal planning and IGP	development	betw	een mi	iddlo	e
	school and high school fac	ulty and administ	ration.					
9.c	Student achievement increa				M ,	Yes		No
Section	on 10: Promotion of T	•						
10.a	Our school uses public relat yes, keep samples of inform			ivities. (If		Yes		No
Section 11.a	n 11: Inclusion of Sp Special services or efforts a			for the		Yes		No
	special populations. (If yes							
11.a.1	Special Services/E		ve Access to Tech Property (k those that apply.)	ep for Specia	ıl Pop	oulatio	ons	
	No special services/efforts a	re used.						
	Inclusion of special populati development.	ions coordinators i	n the Tech Prep team	or in curriculu	n/stai	ff		
	Modified curriculum/instruct	tion to meet the sp	pecial needs of a partic	ular group.				
	Materials in the students' na	ative languages.						
	Interpreters and other supp	ort personnel.						
	Physical access accommoda							
!	Special equipment (e.g., to	meet special need	s of a particular group).		\perp		<u> </u>
	Transportation.							
	Child care.					\rightarrow		<u> </u>
	Coordination with JAG or sir		,					
	Promotional materials (e.g.,	brochures or vide	eos).					
	Other: (Specify below.)							
11.b	Dropout prevention strategi			ibe the		Yes		No

Nelson County Schools INDIVIDUALIZED EDUCATION PROGRAM

Name _	D.0	0.B.
I.D. Nun. PRESENT LEVELS OF PE	CRFORMANCE IN ALL AREAS:	Ce/7/0.
Area	Description of Performance Level (developmental, educational, behavioral performance)	Effect of Disability on KERA Goals and Transition
Physical Functioning (vision, hearing, speech, motor, etc.)	No conceins noted	no effects
Cognitive Functioning (thinking, problem solving, aptitude, reasoning ability, etc.)	Justin received a full scale in superior range of	no affects
Communication Functioning (receptive and expressive, nonverbal communication, articulation/phonology, mode of communication, voice and fluency)	Ilachers have observed Justin to have romal Communication functions	No regative effects
Social Competence (adaptive behavior social skills)	shills apprepriate	No regative
Vocational Functioning (general work behaviors, job specific skills, job interest, related work skills, etc.)	functions well in the classroom & makes good grades	no neature effects
Academic Performance (content area achievement, reading comprehension, basic skills, mathematics calculations, mathematics reasoning, written expression, listening comprehension)	woodcock Johnson showed a discripancy in writing shills! written expression	May affect academics vocationed areas when writing is involved
Recreation and Leisure Functioning (personal hobbies, use of free time community resources)	Computer, Societ	no affect

Nelson County Schools ANNUAL GOAL AND SHORT-TERM INSTRUCTIONAL OBJECTIVE

Marie		······································			
Area(s, of 1) with	Eyne	ession)		· · · · · · · · · · · · · · · · · · ·	
Annual Goal: W	illus	repione hi	s u	Vitte	m_
UPUNION IN	the a	MAS D W	itine	g pa Tedit	ragraf
Short-Term Instructional Objectives (name, behavior, criteria & circumstance)	Implementor(s) (by title)	Specially Designed Instruction	Average minutes per wk.	Anticipated Specially D Instruction begin date	esigned
D'Awen 10 sentence w/spelling, punctu	o Regulation	Witing	435	6/01	9/01
Capitalize, and Ranimar errors Sustin well conect & 85% accuracy measured by teacher made tests + work samples Diven a topic autin well write a complete parage and supporting detail Sentences & 85% accuracy	sed t staf	Collaboration Winting samples Person editions Schenning Conferencing Conferencing Spell Chech			

Page___of__

RELATED SERVICES:		·	
Type & Nature of Services (Including but not limited to audiology, counseling, medical services, occupational therapy, speech pathology, transportation, assistive technology). If the child or youth is being taught a skill through a related service, goals and objectives must be developed by the implementor and included in, or attached, to the IEP.	Average Minutes Per Week	Anticipate Beginning Date	Ending Date
1/1/			

PARTICIPATION IN THE REG	ULAREI	DUCATIONPROGRAM	
Academic/ Nonacademic Activities	Grade Level	Modification/Specially Designed Instructional Services	Total Minutes Of Participation Per Week
Eiglish USHISTORY Chemistry Math Electives		additional time. for assignments Collaboration (gestion	435 1000m

Annual Review Date: I. E. P. will be reviewed annually by 5 200 /	
Services to address transition: (If not needed, indicate why)	
The student's program involves course work leading to a:	
DiplomaCertificate of Completion	

Page 4 of 4

NELSON COUNTY PUBLIC SCHOOLS CATS STUDENT ASSESSMENT PROGRAM

	_	
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E.C.	r	/(1

	Date
	accomment administration with an alife of
1/	assessment administration with no modification
	assessment administration with modification (see below)
	CATS Alternative Portfolio Assessment
ollowing i	nstructional modifications are being made to enable your child to meet his/her IEP goals:
	provide additional time for assignment completion
 -	_ oral directions
	_ oral tests/reports
	_ taped tests
	preferential seating
	supplemental drills of same content materials
	alternative material to that of general student body (parallel curriculum)
	_ material with reduced difficulty level
	_ video cassette recorder
	_ number line
	_ charts
······································	_ pictures .
-	_ formulas
	_ typewriter
	_ calculator
	_ tape recorder
	computer (Spell Check)
	adaptive switches
	hand-over-hand assistance with fine motor activities
	visual tech machine
	large print materials
	auditory trainer
	other
	

Kentucky Transportation Skill Standards



This certifies that

Certificate of Recognition



Jonathan E. Doe

has successfully mastered the **Transportation Skill Standards**

as defined by related industry representatives, the Kentucky Department of Education, and is hereby recognized on this 5th day of May 2005. and the Office of Career and Technical Education

Comitteetale.

Ernie Fletcher, Governor Commonwealth of Kentucky

Transportation Skill Standards Task Force

Kande M. Sevan

CENTRAL AREA TECHNOLOGY CEN

AWARDS THIS

CERTIFICATE OF ACHIEVEMENT

70

Susan Smith

FOR THE SUCCESSFUL COMPLETION OF THE COURSES FOR

Auto Technology Front End Mechanic

this 12th

day of May, 200_





al Carter

William Bennett

Principal

CENTRAL AREA TECHNOLOGY CENTER

AWARDS THIS

CERTIFICATE OF ACHIEVEMENT

70

James Thomas Smith

FOR THE SUCCESSFUL COMPLETION OF THE COURSES FOR

WELDING CAREER MAJOR



this 12th day of May, 200_

Kentucky Department of Education

Teacher

Principal

STANDARD 3

Program: Automotive Technology

School: Central Area Technology Center

AUT 110 and 111 Brake Systems and Lab First block – Daily Lesson Plans (Schedule/Topic) Month / Year___

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Task 5-Diagnose Pressure Concerns/PASCAL's Law MA-H-1.3.4: Ratio and proportion RD-H-4.0.9: Apply information: RD-H-4.0.8: Identify essential information SC-H-1.4.1	Provide Handout with Formulas P=F/A MA-H-1.3.4 RD-H-4.0.9 RD-H-4.0.8	Demonstrate Pressure with Master Cylinder SC-H-1.4.1: Laws of motion RD-H-4.0.9 RD-H-4.0.8	Instruct on how to find other Variables besides pressure. P x A=F MA-H-4.3.2: Formulas and equations RD-H-4.0.8 RD-H-4.0.9	Demonstrate Use on Actual Brake system SC-H-1.4.1 RD-H-4.0.9 RD-H-4.0.8
2	Task 15-Bleed Brake System PL-H-4.2.2: Graph equation of a line	Manual Brake Bleeding SC-H-1.4.1 RD-H-4.0.9 RD-H-4.0.8	Pressure Brake Bleeding SC-H-1.4.1 RD-H-4.0.8 RD-H-4.0.9	Surge Brake Bleeding SC-H-1.4.1 RD-H-4.0.8 RD-H-4.0.9	Vacuum Brake Bleeding SC-H-1.4.1 RD-H-4.0.9 RD-H-4.0.8
3	Task 30-Rotor Measurements PL-H-4.2.2	Measure Brake Rotor Thickness MA-H-2.1.2: Spatial relationships MA-H-4.3.2	Measure Rotor Runout MA-H-2.1.2 MA-H-4.3.2	Demonstrate use of Dial Indicator MA-H-2.1.2 MA-H-4.3.2	Test and Measure Rotors MA-H-2.1.2 MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9
4	Task 22-23-24 Pre-adjust Brake Shoes MA-H-3.2.1: Analyze data MA-H-3.2.6: Probabilities PL-H-4.2.2: Basic skills for careers	Remove Brake Drums RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2	Measure Brake Drum Clearance RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 MA-H-1.3.4	Adjust Brakes and Self-Adjuster RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 MA-H-1.3.4	Check Brake Drums and Shoes for Proper Operation. MA-H-3.2.1 MA-H-3.2.6 MA-H-1.3.4
5	Anti-Lock Brake Operation MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.4.4: Single electromagnetic force SC-H-1.5.2	System Diagnosis MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1	Component Diagnosis MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.4.4	Hydraulic Control Unit Operation MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.44	Speed Sensors MA-H-4.3.2 RD-H-4.0.8 RD-H-4.0.9 PL-H-4.2.2 SC-H-1.4.1 SC-H-1.44

Note: A lesson plan schedule must be prepared for every period/block in which you teach. This sample is for only one block.

KENTAR

The Kentucky Tech Curriculum

Office of Career and Technical Education Equal Education Opportunities M/F/D

Lesson Plan Created: 11/22/200

Fire Extinguishers Lesson Plan for ISX 100 Industrial Safety

Course HS Title:	INDUSTRIAL SAFETY	Program:	Automotive		
	KCTCS Courses included in course highlighted.)		Technology		
	KCTCS Course No. KCTCS Course Title]		
	ISX 100	Industrial Safety		٠	
	During this lesson the students will be instructed about the different types of fires and fire extinguishers. The students will be able to use an ABC extinguisher to put out a small petroleu fire. The students will gain an awareness of fire safety to help them practice fire safety at home as well as at school.				
Prepared By	School		Date:		
William Bennett	Central Area Technology Center		06/28/200_		
Grade Level	No. Students No.IEP's:		Lesson Leng	th:	
Secondary			2 Days, 90-m	ninute	

No.	Task
3	Apply fire prevention rules and procedures

No.	Objective
	Students shall be able to orally, or in writing, identify five different types of fire extinguishers. They should also be
Ľ	able to properly extinguish a fire with an accuracy of 100%.

INSTRUCTIONAL MATERIALS/TECHNOLOGY

Textbooks and Workbooks

Author	Title/ISBN No.	Edition	Publisher	Pages
Leonard Koel	Carpentry 0-8269-0735-0	Third 1997	ATP American Technical Publishers	143 - 144
NCCER	Basic Safety	Module 00101-00	Prentice Hall	9.0- 9.3.1

Content/Presentation/Demonstration Outline

Explain the three things needed for a fire to burn: oxygen, heat, and a combustible material. Explain the classes of fires (A, B, C, and D) and the properties of each. Explain the types of fire extinguishers (A, B, C, D, ABC, and Halon) and fire suppression systems. Explain to students how to locate the evacuation routes and the fire alarms within the school. Demonstrate how to use a fire extinguisher: pull pin, aim, squeeze handle, and sweep side to side. Allow students time to study prior to the written and performance test.

App	licatio	ns/Pra	ctice

After listening to the lecture, reading the textbook, and viewing a demonstration by the teacher, the students will need to study the material prior to the written test. Students will work in pairs to practice and peer tutor each other on the correct way to use a fire extinguisher. The students will then go outside, and with the aid of the local fire department, demonstrate their ability to extinguish a small petroleum fire using an ABC extinguisher. The students will be orally questioned throughout the lesson.

Evaluation and feedback Prior to Testing or Lab Work

The students will be orally questioned, given a written test, and given a performance test. Students will be questioned throughout the lesson and will be required to take a written test after being given an appropriate amount of time to study.

STUDENT ASSESSMENT: (Assess student progress with performance criteria.)

The students will be measured on their ability to orally list the steps required to put out a fire using an ABC and/or water extinguisher. The students will also be measured on their ability to extinguish a petroleum fire using an ABC extinguisher.

IMPACT—Reflection/Analysis of Teaching and Learning: (How did students progress in relation to the state objectives? Was the instruction successful? Analyze samples of student work, particularly that which is unsatisfactory, for the purpose of planning further instruction.)

REFINEMENT--Lesson Extension and Follow-up: (To be filled in as the lesson is modified during initial planning and/or during the teaching learning process.)

Connections to KERA Academic Expectations

No.	Academic Expectations					
Basi	Basic Communications and Mathematics Skills					
1.3	Students make sense of the various things they observe.					
Voc	ational Studies					
2.37	Students demonstrate skills and work habits that lead to success in future schooling and work.					
Thin	Thinking and Solving Problems					
5.3	Students organize information to develop or change their understanding of a concept.					
Con	necting and Integrating Experiences and Knowledge					
6.1	Students connect knowledge and experiences from different subject areas.					

Connections to KERA Core Content for Assessment

Core Content Skill Category		No.	Core Content Statement
Practical Living/Vocational Studies	Health	111 16 71	There are emergency procedures (e.g., CPR, first aid) for responding to emergency situations (e.g., overdose, drowning, car accidents, heart attacks, seizures).
	Informational	RD-H-	

Reading Reading 4.0.9 Apply the information contained in practical/workplace materials.

Connections to Kentucky Occupational Skill Standards: 11

Skill Standard Section	Category	No.	Skill Standard
Learning Skills	Academic	AD002	Demonstrate ability to learn new process steps
Workplace Safety and Health	Occupational	OD004	Identify different types of chemical, biological and physical hazards
Workplace Safety and Health	Occupational	OD009	Demonstrate knowledge and understanding of OSHA 10-hour General Safety Course

English Benchmarks

wath Benchmarks

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Lesson Plan Created: 09/13/200:___

The Kentucky Tech Curriculum

Office of Career and Technical Education Equal Education Opportunities M/F/D

Basic automotive electricity Lesson Plan for **ADX 120 Basic Automotive Electricity**

Course HS Title:	AUTO ELECTRIC	Program:	Automotive		
KCTCS Courses included in HS Title: (Lesson is prepared for course highlighted.)				Technology –	
	KCTCS Course No.	KCTCS Course Title			
	ADX 121	Basic Automotive Electricity Lab			
	ADX 120	Basic Automotive Electricity			
Introduction/Contex	Introduction/Context This course introduces the student to the principles, theories, and concepts of the automotive electrical system.				
Prepared By	School		Date:		
William Bennett	Central Area Technology Center		06/28/200		
Grade Level	No. Students No.IEP's:		Lesson Le	ngth:	
Secondary			5 Days, 9	0-minute	

No.	Task
1	Use wiring diagrams during diagnosis of electrical circuit problems
7	Check electrical circuits with a test light; determine necessary action
ו אוו	Measure source voltage and perform voltage drop tests in electrical/electronic circuits using a voltmeter; determine necessary action
9	Measure current flow in electrical/electronic circuits and components using an ammeter; determine necessary action.
11	Check electrical circuits using fused jumper wires; determine necessary action
12	Locate shorts, grounds, opens, and resistance problems in electrical/electronic circuits; determine necessary action
13	Measure and diagnose the cause(s) of excessive key-off battery drain (parasitic draw); determine necessary action
14	Inspect and test fusible links, circuit breakers, and fuses; determine necessary action
1117	Inspect and test switches, connectors, relays, solid state devices, and wires of electrical/electronic circuits; perform necessary action

No.	Objective
1	This course introduces the student to the principles, theories, and concepts of the automotive electrical systems.

INSTRUCTIONAL MATERIALS/TECHNOLOGY

Textbooks and Workbooks

Author	Title/ISBN No.	Edition	Pages
			i

John D. Joerschke and Lane C. Eichhorn

Diesel Technology: Introduction

1997

MAVCC, in Rage 2-4/14

Audio/Visual

Title	Publisher
	Mack Trucks

Equipment

Quantity	ltem	Source
6	Batteries 12V	
3	Battery Charger	
4	Battery Post Cleaner	
4	Battery Terminal Pliers	
1	Battery Terminal Puller	
1 Set	Boot Clamp Pliers or Crimping Ring	
10	Digital Multi-Meter with Various Lead Sets	
4	Wiring Terminal Repair	Sears, Snap-On

Content/Presentation/Demonstration Outline

- 1 Show the tools and instruments used to measure electrical characteristics. Also demonstrate how these should be used and how their readings will be used to diagnose electrical problems.
 - 2 Use mock-ups to demonstrate how a simple electrical circuit works.
- 3 Show examples of electrical circuit protection devices commonly used on diesel equipment. Show both good and bad (blown) devices.
 - 4 Show examples of wiring diagrams, and explain how to read them.
 - 5 Show the tools and materials used for soldering, and demonstrate their correct use.
- 6 Discuss common pattery service procedures, and show the correct tools and equipment that will be used for cleaning, testing, removing, and charging. Discuss the hazards associated with batteries and explain appropriate safety procedures.
- **7** Talk about common repair work required on electrical systems, as well as the increasing use of electronics on diesel equipment.

Applications/Practice

Basic electrical principles. Assignment Sheet 1 DT:1-C-27 In MAVCC book. Interpret electrical values from multimeter settings. Assignment sheet 2 DT:1-c-29 in MAVCC book. Interpret wiring diagrams. Assignment sheet 3 DT:1-c-35 in MAVCC book.

Complete job sheet #1- in MAVCC book. Tin a soldering iron or gun. Job sheet #2 Solder-splice electrical wiring. Job sheet #3 Install terminals and conectors. Job sheet #4 Measure current, voltage, and resistance with a multimeter. Job sheet #5 Test and replace light bulbs and test sockets. Job sheet #6 Test and charge a conventional (non-sealed) battery. Job sheet #7 Test and charge a sealed battery. Job sheet #8 Slow charge a battery. Job sheet #9 Perform a battery load test. Jobsheet #10 Perform a high-rate battery chage test. Job sheet #11 Emergency jump-start a vehicle.

Evaluation and feedback Prior to Testing or Lab Work

Make copies of the written test. Add or modify test items as needed. Give written test.

Page 3 of 4

Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form. Reteach and retest as required.

STUDENT ASSESSMENT: (Assess student progress with performance criteria.)

Daily work, group (team project), observation of student performance, and safety check.

Oral questioning.

IMPACT—Reflection/Analysis of Teaching and Learning: (How did students progress in relation to the state objectives? Was the instruction successful? Analyze samples of student work, particularly that which is unsatisfactory, for the purpose of planning further instruction.)

REFINEMENT—Lesson Extension and Follow-up: (To be filled in as the lesson is modified during initial planning and/or during the teaching learning process.)

Connections to KERA Academic Expectations

No.	Academic Expectations					
Bas	asic Communications and Mathematics Skills					
1.2	Students make sense of the variety of materials they read.					
1.4	Students make sense of the various messages to which they listen.					
Scie	ence					
2.3	Students identify and analyze systems and the ways their components work together or affect each other.					
Voc	ational Studies					
2.37	Students demonstrate skills and work habits that lead to success in future schooling and work.					
Mati	hematics					
2.7	Students understand number concepts and use numbers appropriately and accurately.					

Connections to KERA Core Content for Assessment

Core Content Skill	Category	No.	Core Content Statement
Arts & Humanities	IIVisual Arts		Identify skills and training necessary for a variety of careers in visual arts.
Math	Number/Computation	1 2 1	Students will perform addition, subtraction, multiplication, and division with real numbers in problem-solving situations to specified accuracy.
Practical Living/Vocational Studies	Health	1.6.3	There are strategies (e.g., not sharing personal eating, drinking, and grooming utensils; regular medical and dental check ups; proper use of machinery; adhering to safety rules for firearms use and storage) that help adolescents and adults avoid health and

	~***	Take to be become the terms
l n	11 11	Technical
	safety hazards.	Page 4 of 4

Connections to Kentucky Occupational Skill Standards: 10

Skill Standard Section	Category	No.	Skill Standard	
Problem Solving		OD005	Inspect, troubleshoot, diagnose service, and/or verify compliance	
Transportation Fundamentals		OJ002	Identify a variety of common tools and/or equipment	
Transportation Fundamentals		OJ003	Describe the function of specific tools and/or equipment	
Math and Measurement		AB006	Compute within measurement systems	
Workplace Safety and Health		EB003	Demonstrate a positive personal attitude towards safety	
Workplace Skills		EG006	Demonstrate the ability to complete tasks on time and accurately	
Workplace Skills		EG011	Follow directions and procedures	
Workplace Skills		EG014	Demonstrate an ability to learn new skills and behaviors	

English Benchmarks

Math Benchmarks

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KENT

The Kentucky Tech Curriculum

Office of Career and Technical Education Equal Education Opportunities M/F/D

Lesson Plan

Created: 08/19/200__

Apply Conflict Resolution Skills in Team Situations Lesson Plan for WPP 200 Workplace Principles

Course HS Title:	WORKPLACE PRINCIPLES		Program:	Automotive		
	KCTCS Courses include course highlighted.)		Technology			
	KCTCS Course No.	KCTCS Course No. KCTCS Course Title				
	WPP 200	Workplace Principles				
Introduction/Contex	In this lesson, students wi keep a job. This lesson wi	In this lesson, students will learn about conflict resolution skills in team situations in order to keep a job. This lesson will provide you with the basic information on how to keep a job.				
Prepared By	School		Date:			
William Bennett	Central Area Technolog	Central Area Technology Center				
Grade Level	No. Students	No.IEP's:	Lesson Len	gth:		
Secondary			2 Days, 1-h	our		

	T T T T T T T T T T T T T T T T T T T
No.	Task
1	Describe and apply the problem-solving processes independently and in groups
2	Describe the importance of teamwork and apply teamwork skills
	Identify barriers to full team participation (sexual harrassment, diversity, Americans with Disabilities Act, inhibiting behaviors)
4	Apply conflict resolution skills in team situations (i.e., workplace violence)
5	Describe the importance of time and self-management in the workplace
13	Review pre-employment tests
	Identify policies and procedures for a drug-free workplace, workers' compensation, Family Medical Leave Act, grievance policy, unemployment compensation, and business ethics

No.	Objective
1	Identify at least 5 job-seeking skills and explain why employers consider them be important skills.
2	Describe effective teamwork and relate it to being successful on the job.
3	Students will be able to apply teamwork skills.
4	Students will be able to apply conflict-resolution skills.

INSTRUCTIONAL MATERIALS/TECHNOLOGY

Textbooks and Workbooks

Author	Title/ISBN No.	Edition	Publisher	Pages
Chad Foster	Preparing Teenagers for the Real World			

Faggella & Horowitz	AT WORK: A Handbook of Workplace Skills	Employability Ideas 'R' Popping, LL@age 2 of 5

Audio/Visual

Title	Publisher
Leadership Video Series	

Content/Presentation/Demonstration Outline

Characteristics to become a good employee.	
Develop good conflict resolution skills.	

Applications/Practice

1 Each student will prepare their Barriers to Employment to present to the class.

Evaluation and feedback Prior to Testing or Lab Work

- The student will be evaluted on presenting their barriers to the class with honesty.
- The student will be evaluated on positive feedback to helping other students to overcome their barriers.

STUDENT ASSESSMENT: (Assess student progress with performance criteria.)

The students will graded on honesty.

Students will be graded on classroom parcipation.

IMPACT--Reflection/Analysis of Teaching and Learning: (How did students progress in relation to the state objectives? Was the instruction successful? Analyze samples of student work, particularly that which is unsatisfactory, for the purpose of planning further instruction.)

REFINEMENT—Lesson Extension and Follow-up: (To be filled in as the lesson is modified during initial planning and/or during the teaching learning process.)

Connections to KERA Academic Expectations

No.	Academic Expectations						
Basi	Basic Communications and Mathematics Skills						
1.1	Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.						
1.11	Students write using appropriate forms, conventions, and styles to communicate ideas and information to difference audiences for different purposes.						

ir	Employability
1.16	Students use computers and other kinds of technology to collect, organize, and communicate inform $Page\ 3\ of\ 5$ ideas.
Voc	ational Studies
2.36	Students use strategies for choosing and preparing for a career.
2.37	Students demonstrate skills and work habits that lead to success in future schooling and work.
2.38	Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other post-secondary training or to get a job.
Self	Sufficiency
3.1	Students demonstrate positive growth in self-concept through appropriate tasks or projects.
3.2	Students demonstrate the ability to maintain a healthy lifestyle.
3.3	Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
3.5	Students demonstrate self-control and self-discipline.
3.6	Students demonstrate the ability to make decisions based on ethical values.
Res	oonsible Group Membership
4.1	Students effectively use interpersonal skills.
4.2	Students use productive team membership skills.
4.3	Students individually demonstrate consistent, responsive, and caring behavior.
4.4	Students demonstrate ability to accept the rights and responsibilities for self and others.
4.5	Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.
4.6	Students demonstrate an open mind to alternative perspectives.
Thin	king and Solving Problems
5.1	Students use critical thinking such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
5.4	Students use a decision-making process to make informed decisions among options.
5.5	Students use problem-solving processes to develop solutions to relatively complex problems.
Con	necting and Integrating Experiences and Knowledge
6.1	Students connect knowledge and experiences from different subject areas.
6.2	Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
6.3	Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Connections to KERA Core Content for Assessment

Core Content Skill	Category	No.	Core Content Statement		
Practical Living/Vocational Studies	liHealth	1 1 1	There are behaviors (e.g., constructive communication; fulfilling commitments; cooperation; demonstrating healthy ways to express needs, wants, feelings) that show respect and responsibility to self and others.		
Practical Living/Vocational Studies		PL-H- 1.1.2	Conflict-resolution strategies (e.g., peer mediation, avoiding confrontation) and the analysis of causes of conflict (e.g., violence, harassment, money problems, health problems, oppressive environments, racism) in families, schools, and communities may bring about peaceful conclusions.		
Practical Living/Vocational Studies	uneaun i		Individuals need to understand changes in roles, responsibilities, and skills needed to effectively work in groups throughout life.		

Practical Living/Vocational Studies	Health	PL-H- 1.6.1	Responsible use (e.g., obeying laws regarding drinking and speeding 4 of 5 machinery, motorized vehicles, and watercraft can decrease accidents.
Practical Living/Vocational Studies	Health	PL-H- 1.6.2	Practicing safety procedures (e.g., use seat belts, life vests, and helmets; avoid overcrowding vehicles) and eliminating daredevil stunts can save lives.
Practical Living/Vocational Studies	Health	PL-H- 1.7.2	There are potential short- and long-term consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent/aggressive behaviors) on individuals and families.
Practical Living/Vocational Studies	Health	PL-H- 1.8.1	Strategies (e.g., refusal skills, assertiveness, conflict resolution, learning relaxation techniques) vary for dealing with peer pressure, harassment, violence, and managing stress.
Practical Living/Vocational Studies	Health		There is a relationship between stress and physical, mental, and emotional health.
Practical Living/Vocational Studies	Health	PL-H- 1.8.3	There are strategies (e.g., setting realistic goals, time and task management, planning, decision-making processes, perseverance) for building success as adults.

Connections to Kentucky Occupational Skill Standards: 6

Skill Standard Section	Category	No.	Skill Standard	
Safe Workplace Environment	Occupational	OG	Provide Safe Workplace Environment	
Safe Workplace Environment	Occupational	OG006	Assume responsibility for the personal safety of self and others	
Workplace Skills (General)	Employability	EA	Exhibit Workplace Skills	
Workplace Skills (General)	Employability	EA007	Demonstrate the ability to make career decisions	
Workplace Skills (General)	Employability	EA008	Prepare a resume and letter of application or interest	
Workplace Skills (General)	Employability	EA009	Fill out an application for employment	
Workplace Skills (General)	Employability	EA011	Follow directions and procedures	
Workplace Skills (General)	Employability	EA012	Accept constructive criticism	
Workforce Issues	Employability	EB	Understand Workforce Issues	
Workforce Issues	Employability	EB001	Recognize the difference between a team environment workplace and a conventional workplace	
Workforce Issues	Employability	EB002	Identify the characteristics of a diverse workforce	
Workforce Issues	Employability	EB003	Identify good ethical characteristics and behaviors	
Workforce Issues	Employability	EB004	Differentiate between good and poor business ethics	
Workforce Issues	Employability	EB005	Match employee responsibilities to employer expectations	
Workforce Issues	Employability	EB006	Define discrimination, harassment and equity	
Workforce Issues	Employability	EB007	Demonstrate non-discriminatory behavior	
Communication and Teamwork Skills	Employability	ED	Demonstrate Effective Communication and Teamwork Skills	
Communication and Teamwork Skills	Employability	ED002	Interpret and clarify directions prepared by others	
Communication and Teamwork Skills	Employability	ED003	Communicate with customers	

Communication and Teamwork	<u> </u>	11	Employability
Communication and Teamwork Skills			Understand team concepts Page 5 of 5
Communication and Teamwork Skills	Employability	ED005	Write steps of an occupational process using sentences and statements as appropriate
Communication and Teamwork Skills	Employability	ED007	Identify various group processes
Communication and Teamwork Skills	Employability	ED008	Identify components of group dynamics
Communication and Teamwork Skills	Employability	ED009	Apply facilitation skills in a group setting
Problem Solving Techniques	Employability	EE	Demonstrate Problem Solving Techniques
Problem Solving Techniques	Employability	EE001	Explain the value of applying a problem-solving system
Problem Solving Techniques	Employability	EE002	Apply a system of problem solving
Problem Solving Techniques	Employability	EE003	Identify opportunities for applying problem solving techniques
Effective Workplace Communication Skills		AA	Utilize Effective Workplace Communication Skills
Effective Workplace Communication Skills	· IIAaadamia II		Read and process information and follow instructions
Effective Workplace Communication Skills	· IIAcadomia I		Read material and describe concepts
Effective Workplace Communication Skills			Demonstrate knowledge of conflict resolution techniques
Effective Workplace Communication Skills	Academic	AA008	Demonstrate understanding of basic interpersonal communication (listening, written, oral, etc.)
Effective Workplace Communication Skills	Academic	AA009	Implement new process steps given oral instructions
Effective Workplace Communication Skills			Demonstrate the characteristics of a team player
Effective Workplace Communication Skills Academic		AA011	Contrast the roles of a team with the role of an individual
Effective Workplace Communication Skills	Academic	AA012	Perform techniques used as a team leader
Effective Workplace Communication Skills	Academic	AA013	Demonstrate productive relationships within the work group
Effective Workplace Communication Skills	Academic	AA016	Demonstrate basic leadership skills

English Benchmarks

Math Benchmarks

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KENTA

The Kentucky Tech Curriculum

Office of Career and Technical Education Equal Education Opportunities M/F/D

Lesson Plan

Created: 06/28/200___

Diagnosis of Stopping Problems and Braking Noise Lesson Plan for AUT 110 Brake Systems

Cou	ırse HS Title:	BRAKE SYSTEMS		Program:	Automotive Technology		
		KCTCS Courses included in HS Title: (Lesson is prepared for course highlighted.)					
		KCTCS Course No. KCTCS Course Title					
		AUT 110	Brake Systems]			
		AUT 111	Brake Systems Lab				
Intr	oduction/Context	This lesson will instruct stu	udents in the diagnosis of stopping pro	blems and b	raking noise.		
Pre	pared By	School		Date:			
Wil	liam Bennett	Central Area Technolog	06/28/200_				
Gra	de Level	No. Students	No.IEP's:	Lesson Length:			
Sec	ondary			3 Days, 90-minute			
No.			Task				
17	Diagnose poor stopping, noise, pulling, grabbing, dragging or pedal pulsation concerns; determine necessary action						
24	Diagnose poor sto	Diagnose poor stopping, noise, pulling, grabbing, dragging or pedal pulsation concerns; determine necessary					

No.	Objective
	Given the proper tools and manufacturers specifications, the student will be able to properly inspect and diagnose brake noise, steering wheel pull when braking, grabbing, dragging and brake pedal pulsation. The student will pass a written test on proper methods of diagnosing and repairing brake problems with 100% accuracy by the end of the
	course.

INSTRUCTIONAL MATERIALS/TECHNOLOGY

Teacher Designed Materials and Other Handouts

Handouts or manufacturers specifications sheet stating causes and corrections for brake pulsation, brake drag, and brake pull problems. Instructor can create a handout using information gathered from shop manuals, textbooks, or software programs such as Alldata and Mitchell on Demand.

Textbooks and Workbooks

Author	Title/ISBN No.	Edition	Publisher	Pages
	Automotive Fundamentals		Stockel	
Erjavel/Schafer	Automotive Technology		Delmar	
			1	

Import Service

Gemini Comunications

Supplies

Quantity		Source
3	Cars for brake inspections	

Content/Presentation/Demonstration Outline

Poor stopping diagnosis: Before a road test, be sure there is fluid in both reservoir sections of the master cylinder. Check to see that pedal height is normal. If not, do not road test the car. During the road test, stop the car on a deserted, straight section of road. Notice if the car pulls to one side or the other when stopping, also look for pedal pulsation, a wheel grabbing or locking up, noise, or other unusual conditions.

Brake pedal pulsation: Results when hydraulic pistons are moving during a stop. This can be caused from rear brakes that have become out-of-round. This happens when overheated brakes have the parking brake set firmly against them. Pedal pulsation also results when disc brakes rotors have become overheated. Sometimes rotors that are only slightly warped can be corrected by machining them on a brake lathe, but the problem often returns.

Brake grab: This means that they apply quickly and tend to stick on. This happens when there is oil or grease on a lining. It can also happen when metallic linings are used. Their coefficient of friction increases as they become hot.

Brake pull: Happens due to several reasons. 1) When there is a difference in friction between sides of a vehicle, it will pull. 2) Linings can have different friction due to oil or grease. 3) A hose can be restricted or a caliper can be frozen. 4) Changes in wheel alignment resulting from loose parts can also cause brake pull.

Applications/Practice

Brake pedal pulsation: Students may practice this task by setting a vehicle on a lift and removing the front wheels and installing a dial indicator. A quick check can be made by rotating the rotor by hand while holding a screwdriver or pencil near it as a reference point.

Brake grab: Students may practice this task by setting a vehicle on a lift, removing the brake pads and inspecting for 2 oil or grease. The rear drums can be removed and checked with a special caliper, and the oil and brake fluid checked.

Brake Pull: Have students check pads and linings, check for oil or grease, check for restricted brake hose or frozen caliper, and check for loose steering parts.

Evaluation and feedback Prior to Testing or Lab Work

Instructor should observe students as they go through the process of inspecting a vehicle using the various methods mentioned in this plan. Instructor should also be sure all safety precautions are followed. Check progress of students on a worksheet or checklist as they go through the inspection process making sure they understand the task.

STUDENT ASSESSMENT: (Assess student progress with performance criteria.)

Written test on correct diagnoses and procedures for making the proper repair: Technician A says when making a normal stop, the brake pedal should pulsate. Technician B says that the brake rotors or brake drums could be causing the problem. Who is correct? 1) Technician A 2) Technician B 3) Both A and B is correct. 4) Neither A nor B is correct.

IMPACT--Reflection/Analysis of Teaching and Learning: (How did students progress in relation to the state objectives? Was the instruction successful? Analyze samples of student work, particularly that which is unsatisfactory, for the purpose of planning further instruction.)

REFINEMENT—Lesson Extension and Follow-up: (To be filled in as the lesson is modified during initial planning and/or during the teaching learning process.)

Connections to KERA Academic Expectations

	ections to KERA Academic Expectations								
No.	Academic Expectations								
Basi	Basic Communications and Mathematics Skills								
	Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.								
1.2	Students make sense of the variety of materials they read.								
1.3	Students make sense of the various things they observe.								
1.4	Students make sense of the various messages to which they listen.								
Scie	nce								
2.1	Students understand scientific ways of thinking and working and use those methods to solve real-life problems.								
2.3	Students identify and analyze systems and the ways their components work together or affect each other.								
Voca	ational Studies								
2.37	Students demonstrate skills and work habits that lead to success in future schooling and work.								
Con	necting and Integrating Experiences and Knowledge								
ווביםוו	Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.								

Connections to KERA Core Content for Assessment

Core Content Skill	Category	No.	Core Content Statement				
Practical Living/Vocational Studies	Voc Studies	PL-H- 4.2.2	There are basic academic skills (e.g., communication, research, math, science) and preparation levels (e.g., past work experience and training, leadership, certification) required or useful for various jobs and careers.				
Reading	Informational Reading	RD-H- 4.0.8	Identify essential information needed to accomplish a task.				

Connections to Kentucky Occupational Skill Standards: 10

Skill Standard Section	Category	No.	Skill Standard			
Workplace Safety and Health		ОС	Workplace Safety and Health			
Workplace Safety and Health		OC002	Wear protective safety clothing as required			
Workplace Safety and Health		OC004	Handle and store flammable materials appropriately			
Workplace Safety and Health		OC009	Operate equipment in a safe, prescribed manner			
Workplace Safety and Health		OC012	Operate hand tools in a safe, prescribed manner			
Problem Solving		OD001	Identify customer concerns			
Problem Solving		OD002	Determine causes of the problem			

Standard 3 – B Lesson Plans
Problem Solving
Page 4 of 4

Problem Solving	OD003	Apply problem-solving system
Problem Solving	OD004	Recommend possible solutions
Problem Solving	OD005	Inspect, troubleshoot, diagnose service, and/or verify compliance
Workplace Safety and Health	EB	Workplace Safety and Health
Workplace Safety and Health	EB001	Assume responsibility for the personal safety of self and others
Workplace Safety and Health	EB002	Maintain a clean and safe work environment
Workplace Safety and Health	EB003	Demonstrate a positive personal attitude towards safety
Problem Solving	EC	Problem Solving
Quality Assurance	ED001	Explain the effect of quality on profit

English Benchmarks

Math Benchmarks

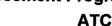
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STANDARD 4

Kentucky Department of Education

TOFFICE AGE GARGER AND TECHNICAL EDUCATION

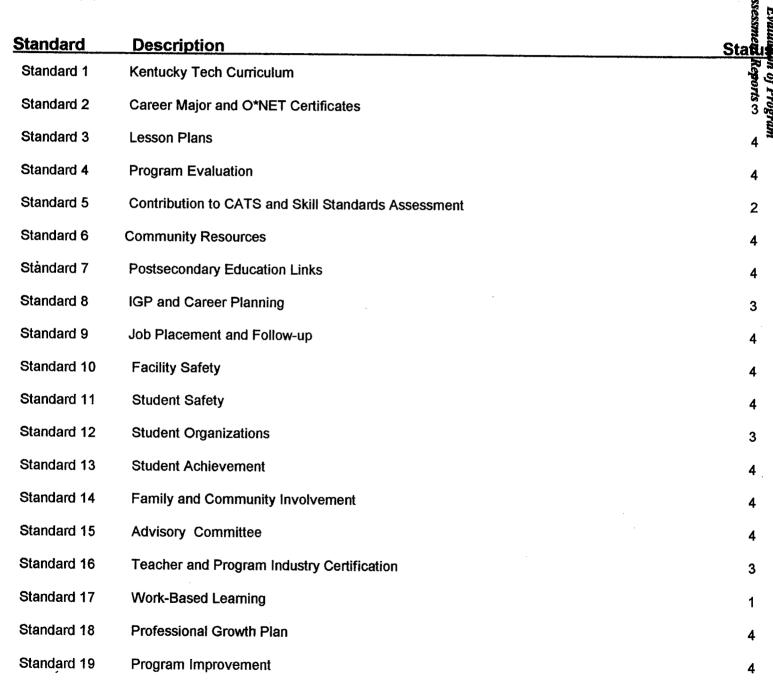
Industrial Education Level III Individual Program Assessment Report Team Assessment Program Summary



Computer Aided Drafting

200_-200_





Standard 20

Standard 21

Technology

Supply and Resource Allocation



OFFICE OF CAREER AND TECHNICAL EDUCATION Industrial Education Level III Individual Program Assessment Report Self Assessment Program Summary



_____ ATC

Computer Aided Drafting

200_-200_

Teacher(s): John Smith

STANDARD	RATINGS	COMMENTS FOR STANDARD
Standard 1	4	Comments as needed
Standard 2	4	Comments as needed
Standard 3	4	Comments as needed
Standard 4	4	Comments as needed
Standard 5	4	Comments as needed
Standard 6	4	Comments as needed
Standard 7	4	Comments as needed
Standard 8	4	Comments as needed
Standard 9	4	Comments as needed
Standard 10	4	Comments as needed
Standard 11	4	Comments as needed
Standard 12	4	Comments as needed
Standard 13	4	Comments as needed
Standard 14	4	Comments as needed
Standard 15	4	Comments as needed
Standard 16	4	Comments as needed
Standard 17	4	Comments as needed
Standard 18	4	Comments as needed
Standard 19	4	Comments as needed
Standard 20	4	Comments as needed
Standard 21	4	Comments as needed
	4.00	Program Average

Kentucky Skill Standards Assessment School Report

Year 1

XXXXXX County
XXXXXXX County ATC

Total for: XXXXX County ATC	Transportation	Manufacturing	Communications	Test Name
22	9	O	7	Student Count Certificates
16	7	Ċī	4	Certificates
73.00%	78.00%	83.00%	. 57.00%	Percentage Receiving Certificates
76.43	79.71	73.20	70.08	MC Mean
71.15	73.68		60.42	Scenario Mean

9 fo 1 oby
Skill Standards Report – Improvement
Standard 5 - C CATS & KOSS
Skill Standards Reports (2 yrs)
Standard 4 – B Evaluation of Programs

Y
Kil
II Standards /
Assessment Student
Student Report

XXXXXXX County
XXXXXXX County ATC

								Transportation						Manufacturing							Communications	Test Name
XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	ххххххх	ххххххх	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	First Name
×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	₹
XXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXX	XXXXXXX	Last Name
XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXX	XXXXX	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXX	XXXXXX	Lith
Yes	No	Yes	Yes	No	Yes	Yes	Yes	N _o	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	N _o	Yes	No	Certificate
73	51	77	73	67	85	71	72	49	80	81	89	.81	72	77	75	68	67	65	60	87	72	MC
75	50	75	75	75	100	75	75	50							75	50	75	75	25	75	50	Scenario

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Skill Standards Report – Improvement Page 2 of 6

Kentucky Skill Standards Assessment School Report

XXXXXX County
XXXXXXX County ATC

Total	Tran	Man	Com	Tes
or: XXXXX	Transportation	Manufacturing	Communication	Test Name
Total for: XXXXX County ATC			v	,
23	o.	(C)	8	Student (
u u	Ç.		-	Count
17	4	&	ڻ ن	Student Count Certificates
73.00%	67.00%	89.00%	63.00%	Percentage F Certifica
00%	00%	00%	00%	ige Receiving tificates
76.43	79.71	73.20	70.08	MC Mean
	_	J		n Sce
71.15	73.68		60.42	Scenario Mean

Standard 4 – B Evaluation of Programs; Skill Standards Reports (2 yrs) Standard 5 – C CATS & KOSS Skill Standards Report – Improvement Page 3 of 6

XXXXXX County	XXXXXX County	
y ATC		
	XXXXXX County ATC	XXXXXX County XXXXXXX County ATC

ANAXA County ATC								
Test Name	First Name N	<u>≅</u>	Last Name	Lift	Certificate	MC	Scenario	9 fa pui
Communications	χοοσοσα	×	XXXXXX	XXXXX	No	72	50	
	xxxxxx	×	XXXXXX	XXXXX	No	60	25	ləy s
	xxxxxxx	×	XXXXXX	XXXXXX	Yes	87	75	rod
	XXXXXX	×	XXXXXXX	XXXXX	No	60	25	иј — :
	XXXXXX	×	xxxxxx	XXXXX	N _o	65	75	ađu
	xxxxxx	×	XXXXXX	XXXXX	No	67	75	นอกด
	xxxxxx	×	XXXXXX	XXXXX	No	68	50	านอเ
	хосососх	×	XXXXXX	XXXXXX	Yes	75	75	
Manufacturing	xxxxxx	×	XXXXXX	XXXXX	Yes	77		
	хххххх	*	XXXXXX	XXXXXX	Yes	72		
	xxxxxx	×	XXXXXXX	XXXXXX	Yes	81		
	хооооох	×	XXXXXXX	XXXXXX	Yes	89		
	хоооох	×	XXXXXX	XXXXX	Yes	81		
	xxxxxx	×	XXXXXX	XXXXXX	Yes	81		
	хооооох	×	XXXXXX	XXXXXX	Yes	89		
	хоооох	×	XXXXXXX	XXXXXX	Yes	81		
	XXXXXXX	×	XXXXXX	XXXXX	Yes	80		
Transportation	XXXXXXX	×	XXXXXX	XXXXX	N _o	49	50	
	XXXXXX	×	XXXXXXX	XXXXXX	Yes	72	75	
	хосососх	×	XXXXXXX	XXXXXX	Yes	71	75	
	хососх	×	XXXXXXX	XXXXXX	Yes	85	100	
	хосоосх	×	XXXXXXX	XXXXXX	No	67	75	
	XXXXXX	×	XXXXXXX	XXXXXX	Yes	73	75	

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Page 4 of 6

Kentucky Skill Standards Assessment School Report

Year 3

XXXXXX County
XXXXXXX County ATC

Total for: XXXXX County ATC	Transportation	Manufacturing	Communications	Test Name	
23	11	О	6	Student Count	
18	9	ΟΊ	4	Certificates	
77.00%	82.00%	83.00%	67.00%	Percentage Receiving Certificates	
76.43	79.71	73.20	70.08	MC Mean	
71.15	73.68		60.42	Scenario Mean	

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Page 5 of 6

XXXXXXX County
XXXXXXX County ATC

Test Name Communications	First Name	× <u>s</u>	Last Name	Lith	Certificate No	MC 72	Scenario 50
	XXXXXXX	×	XXXXXXX	xxxxx	Yes	87	7
	XXXXXX	×	XXXXXXX	XXXXXX	No	60	2
	XXXXXXX	×	XXXXXXX	XXXXX	No	65	~1
	XXXXXXX	×	XXXXXXX	XXXXX	No	67	7
Manufacturing	XXXXXXXX	×	XXXXXXX	XXXXX	Yes	77	
	XXXXXXXX	×	XXXXXXX	XXXXXX	Yes	72	
	XXXXXXX	×	XXXXXXX	XXXXXX	Yes	81	
	XXXXXXX	×	XXXXXXX	XXXXXX	Yes	89	
	XXXXXXX	×	XXXXXXX	XXXXX	Yes	81	
	XXXXXXX	×	XXXXXXX	XXXXX	Yes	81	
Transportation	XXXXXXX	×	XXXXXXX	XXXXXX	No	49	45
	XXXXXXX	×	XXXXXXX	XXXXX	Yes	72	
	XXXXXXX	×	XXXXXX	XXXXX	Yes	71	
	XXXXXXX	×	XXXXXX	XXXXXX	Yes	85	
	XXXXXXX	×	XXXXXXX	XXXXXX	No O	67	
	XXXXXXX	×	XXXXXX	XXXXXX	Yes	73	75
	XXXXXXX	×	XXXXXXX	XXXXXX	Yes	85	
	XXXXXXX	×	XXXXXX	XXXXXX	N _o	67	
	XXXXXXX	×	XXXXXX	XXXXXX	Yes	73	
	XXXXXXX	×	XXXXXX	XXXXXX	Yes	85	
	XXXXXXX	×	XXXXXXX	XXXXXX	N _o	67	

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Standards Report – Improvement Skill Standards Report – Improvement Page 6 of 6

KENTUCKY EDUCATION CABINET DEPARTMENT FOR WORKFORCE INVESTMENT OFFICE OF CAREER AND TECHNICAL EDUCATION

1S1 - Accademic Attainment Report

Institution Your School Name

Agency ALL
District ALL
School Year 2003-2004
Performance Objective 12.00
Performance Level 13.00

Performance Measure 1S1 - Accademic Attainment

Numerator Preparatory 12th grade who scored proficient in Writing on the CATS exam

Denominator All Preparatory 12th grade who take the Writing test in CATTS

and leave secondary education

Program	Numerator	Denominator	%	Met/Not Met
Institution Your School Name				
ACCOUNTING AND FINANCE TECH [52.0399]			0.00	Not Met
ADMINISTRATIVE SUPPORT SERVICES [52.0401]			0.00	Not Met
AUTOMOTIVE TECHNOLOGY [47.0604]			0.00	Not Met
ELECTRICITY [46.0302]			0.00	Not Met
HEALTH SCIENCES [51.1100]			0.00	Not Met
MACHINE TOOL TECHNOLOGY [48.0503]			0.00	Not Met
WELDING [48.0508]			0.00	Not Met
WOOD MANUFACTURING TECH [48,0703]			0.00	Not Met
Your School Name Totals	0	0	0.00	Not Met
Grand Total	0	0	0.00	Not Met

NOTE: CATS test results will be imported into TEDS soon.

The final testing/table set-up is currently being done.

Career and Technical Education School Profile

School Name **District Name**

County
County High School

Standard 4 – C Evaluation of Program
CATS Scores (2 yrs)
Page 1 of 2

Fiscal Year

2003 - 2004

Academic Skills for Concentrators

	010011111111010							
Casa	Reading 10	PL/VS 10	Science 11	Math 11	Social Studies 11		Writing 12	Writing Port 12
Agriculture (04)			8 22	44 32	2 :	4	36 64 0	<u>ب</u>
Agriculture (03)	21 19 76 5	21 24 33 43	21 24 29 48	21 43 43 14	21 19 67 14			15 33
Business & Market (04)	11 9 55 36	11 18 45 36	10 10 60 30	10 20 40 40	10 20 50 30	10 10 60 30	14 29 57 14	14 7 57 36
Business & Market (03)	11 9 55 36	11 9 18 73	o	6	6		19 21 68 11	5 63
Communications (04)	3			5		5	1	
Communications (03)	G.	, OI	-	-	<u> </u>	-	0	0
Construction (04)	15 33 67 0	15 13 60 27	10 30 60 10	10 50 40 10	10 50 40 10	10 80 10 10	8	
Construction (03)	13 31 62 8	13 23 23 54	9	9	9	9	4	4
Health Science (04)	18 0 50 50	18 0 28 72	23 26 39 35	23 30 22 48	23 26 26 48	23 13 35 52	18 28 61 11	18 17 56 28
Health Science (03)	24 0 67 33	24 4 33 63	21 43 43 14	21 29 48 24	21 29 62 10	21 33 29 38	26 4 77 19	26 15 54 31
Human Services (04)		•	14 7 57 36	14 21 29 50	14 7 57 36	14 7 57 36	(6)	•
Human Services (03)	22 14 68 18	22 18 23 59	14 29 50 21	14 36 36 29	14 14 64 21	14 29 57 14	13 23 77 0	2 25 58 1
Manufacturing (04)							5	
Manufacturing (03)	o	6	œ	ω	c o	œ	U 1	Сī
Information Tech (04)	11 0 45 55	11 0 36 64	10 10 40 50	10 0 40 60	10 10 70 20	00 00 01	5	
Information Tech (03)	6	6	7	7	7	7	7	7
Science & Math (04)		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	13 8 31 82	13 8 23 69	13 8 31 62	13 0 38 62	5	
Science & Math (03)	10 0 60 40	10 0 10 90	6	6	o		ω	ω
Transportation (04)		**************************************		100 m				
Transportation (03)	6	6	O	6	6		4	4
Total Concentrators (04)	90 11 80 29	90 10 37 53	116 15 47 39	116 27 31 42	116 21 49 30	116 22 45 33	92 27 66 7	92 25 50 25
Total Concentrators (03)	124 13 65 23	124 14 27 59	99 29 40 30	99 38 37 24	99 26 55 19	99 34 41 24	96 23 67 10	95 22 51 27
Non-Concentrators (04)	30 3 57 40	30 7 30 63	20 10 55 35	20 25 30 45	20 5 60 35	20 10 45 45	16 25 83 19	16 25 56 19
Non-Concentrators (03)	14 7 57 36	14 0 43 57	21 19 52 29	21 43 33 24	21 19 71 10	21 43 48 1	36 36 50 14	36 28 36 36
School (04)	189 13 56 31	189 12 35 53	162 15 48 38	162 27 34 39	162 19 49 32	162 20 46 33	125 26 66 9	125 24 49 27
School (03)	171 12 64 25	171 12 29 58	141 26 43 31	141 35 38 26	141 23 59 18	141 33 42 25	154 27 60 13	153 22 46 31
State (04)	45,591 14 52 34	45,591 17 28 54	40,724 24 40 36	40,724 32 32 37	40,724 18 47 35	40,724 24 35 41	37,846, 19, 65, 16	37,768 16 52 32
State (03)	45,676 16 53 31	45,676 19 30 50	40,506 28 42 30	40,506 35 32 33	40,506 22 49 29	40,506 30 36 34	38,572 20 62 19	38,564 17 51 31

Career and Technical Education School Profile

District Name County

Standard 4 – C Evaluation of Program
CATS Scores (2 yrs)
Page 2 of 2 Fiscal Year 2003 - 2004

School Name	County High School Academic Index Difference	Kentucky Oc	Fiscal Year 20 ccupational Skill Standards Assessments # Assessed Certificates Pe	ear dards Assessi
Total Concentrators (04)	7.5	Child Development (04) Child Development (03)		7
Total Concentrators (03)	63			2
Non-Concentrators (04)		8 -		33%
Non-Concentrators (03)	65.4	18 20 X 20	2.5.5 . 9.76	3
	•	94		2
School (04)		Financial Services (03)	1	ω
7	24.7	Horticulture (04)		
School (U3)	64./		** **	10
State (04)		Manufacturing (04) Production Crop (04)		7 0
State (03)	66.8	Production Crop (03) Production Livestock (04)		5 10
Career and Techni	Career and Technical Student Organization Membership	Production Livestock (03) Retail Services (04)		2 2 100%
DECA				22
FBLA	21	2003 - 2004 Totals	43	4
FCCLA	42	2002 - 2003 Totals		54
FFA	206			
HOSA	25			
SkillsUSA/VICA	70			
TSA				
	Initiatives			
Tech Prep	Yes			
High Schools That Work	rk Yes			

Central Area Technology Center Program Advisory Committee Recommendations

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: August 1, 200_

Recommendations of Advisory Committee	Action Plan
Work with the postsecondary partner in auto	Call Steve Johnson at Central Kentucky Technical
technology to align curriculum.	College to find a mutually convenient date to set up an
	appointment to discuss curriculum.
Complete a full inventory of equipment and supplies.	Complete an inventory of equipment and supplies.
Make a list of needed equipment and supplies.	Make a list of needed equipment and supplies; share the list with the principal; and seek sufficient budget to satisfy the needs.
	·

Central Area Technology Center Program Advisory Committee Meeting Agenda

Program: Auto Technology

Date of Meeting: November 12, 200

Teacher: William Bennett

- Call to order at 4 p.m.
- Introductions
- Discussions:
 - Content of courses and curriculum (Curriculum is attached.);
 - Courses/certificates needed by students to meet employer demands (Copies of certificate options are attached.);
 - Supplies and equipment;
 - Upgrade training of teacher;
 - Donations;
 - Field trips, possible coop positions for students, and guest speakers;
 - Promotion of the program; and
 - Other.
- Other items relative to auto tech program
- Recommendations
- Thanks to the committee
- Adjourn



Central Area Technology Center Program Advisory Committee Meeting Minutes

Program: Auto Technology

Date of Meeting: November 12, 200

Teacher: William Bennett

The Advisory Committee for the Auto Technology program met from 4-6:15 p.m. on November 12, 200_, with the following members present:

Bill Montgomery

Montgomery Car Shop

Owner

Mike Blair

Clark Auto Sales and Repair

Employee and Former Student

Tony Wilson

Boggs Repair Shop

Owner and Parent of Current Student

Robert King

KCTCS

Auto Tech Teacher

Chris Dickinson

Central High School

Technology Education Teacher

Curt Mathis

ASE Institute

ise institute

ASE Contact

William Bennett

Central Area Technology Center

Auto Tech Teacher

The meeting was called to order by Mr. Bennett who introduced the members of the committee.

The following items were discussed:

- Content of courses and curriculum;
- Courses/certificates needed by students to meet employer demands:
- Supplies and equipment;
- Upgrade training of teacher;
- Donations:
- Field trips, possible coop positions for students, and guest speakers; and
- Promotion of the program.

The following recommendations were made by the committee members:

- The curriculum is sufficient to train students in the automotive field.
- The following certificates are in priority order:
 - Automotive Specialty Technician Brakes;
 - Automotive Specialty Technician Tune Up;
 - Automotive Specialty Technician Air Conditioning; and
 - Automotive Specialty Technician Front End.
- Since the shop equipment was upgraded last school year, the equipment is sufficient.
- The supply budget should be increased to \$5,000 per school year.
- The teacher would benefit from working 3-5 days during the summer at Boggs Repair Shop (staff exchange).
- Mr. Montgomery will request a donation of supplies from his corporate office.
- Mr. Montgomery will open his shop for a field trip experience for student.

- All members encouraged the teacher to seek coop positions for auto students. Mr. Blair will employ two coop students the spring semester of 200_.
- Mr. Montgomery will request that his corporate office provide a guest speaker for the auto students.
- All members encouraged the teacher to work with the middle and high school counselors, teachers, and principals to promote the auto tech program.
- Mr. Blair's sister is editor of the local newspaper. He will contact her about doing an article on the auto tech program at Central ATC.
- Mr. Mathis commended the teacher on having ASE teacher certification in all eight areas and the program certified. He felt that the next step was to seek AYES affiliation.

Mr. Bennett thanked the committee and adjourned the meeting at 6:15 p.m.

Respectfully submitted,

Ruth Barnes Office Technology Student

Central Area Technology Center Program Advisory Committee Recommendations

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: November 12, 200_

Recommendations of Advisory Committee	Action Plan
Supply budget be increased to \$5,000 per school year.	Make a request to the principal, based on the advisory committee recommendations, that the auto tech supply budget be increased to \$5,000 per school year.
Teacher participate in staff exchange at Boggs Repair Shop.	Include staff exchange request during extended employment period.
Seek coop positions for auto tech students.	Request a list of all automotive-related businesses in the area. Call and/or visit these sites to determine feasibility of establishing coop sites for auto tech students.
Work with school personnel to promote program.	Talk to counselors, teachers, and principals to determine appropriate activities to promote the auto tech program.
Seek affiliation with AYES.	Contact Todd Nickens at the Office of Career and Technical Education for information on AYES program and contact person.

Central Area Technology Center Program Advisory Committee Meeting Agenda

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: May 30, 200_

- Cookout
- Call to order at 12 N
- Introductions
- Update on November 12, 200_, meeting
 - Mr. Bennett has requested that the supply budget be increased to \$5,000 per school year.
 - Mr. Bennett is scheduled for a week of staff exchange at Boggs Repair Shop.
 - Information has not been received from Mr. Montgomery's corporate office regarding donations.
 - One auto tech student is employed in a coop position at Clark Auto Sales and Repair.
 - Students took a field trip to Montgomery Car Shop.
 - The local newspaper featured an article on the auto tech program in February. (Copy attached)
 - Mr. Bennett is meeting with the AYES representative in June 200.
- Other items relative to auto tech program
 - Five students received auto tech O*Net certificates.
 - Three students received transportation skill standards certificates.
 - One auto tech student received a scholarship to Nashville Auto Institute.
 - One auto tech student received a scholarship to KCTCS.
 - One auto tech student placed first in the SkillsUSA state competition and will be representing Kentucky at national competition in June 200 .
- Recommendations
- Thanks to the committee
- Adjournment



Central Area Technology Center Program Advisory Committee Meeting Minutes

Program: Auto Technology

Date of Meeting: May 30, 200

Teacher: William Bennett

The Advisory Committee for the Auto Technology program met from 12 N - 1:30 p.m. on May 30, 200_, with the following members present:

Thomas Yates

Montgomery Car Shop

Technician

Mike Blair

Clark Auto Sales and Repair

Employee and Former Student

Tony Wilson

Boggs Repair Shop

Owner and Parent of Current Student

Robert King

KCTCS

Auto Tech Teacher

Chris Dickinson

Central High School

Technology Education Teacher

Curt Mathis

ASE Institute

ASE Contact

William Bennett

Central Area Technology Center

Auto Tech Teacher

The meeting was called to order by Mr. Bennett who introduced the members of the committee.

Mr. Bennett gave an update on the November 12 meeting:

- Mr. Bennett has requested that the supply budget be increased to \$5,000 per school year.
- Mr. Bennett is scheduled for a week of staff exchange at Boggs Repair Shop.
- Information has not been received from Mr. Montgomery's corporate office regarding donations.
- One auto tech student is employed in a coop position at Clark Auto Sales and Repair.
- Students took a field trip to Montgomery Car Shop.
- The local newspaper featured an article on the auto tech program in February. (Copy attached)
- Mr. Bennett is meeting with the AYES representative in June 200 .

Mr. Bennett praised auto tech students for the following accomplishments:

- Five students received auto tech O*Net certificates.
- Three students received transportation skill standards certificates.
- One auto tech student received a scholarship to Nashville Auto Institute.
- One auto tech student received a scholarship to KCTCS.
- One auto tech student placed first in the SkillsUSA state competition and will be representing Kentucky at national competition in June 200_.

Discussion included the following:

- Mr. Yates said he would follow up on donations from Montgomery Car Shop.
- Mr. Bennett now has a contact established with the local newspaper and hopes to have more articles published next school year.

The following recommendations were made by the committee members:

- All members again encouraged the teacher to work with the middle and high school counselors, teachers, and principals to promote the auto tech program.
- Mr. Bennett should continue to pursue AYES affiliation.
- Mr. Bennett should continue to pursue coop positions for auto tech students.

Mr. Bennett thanked the committee and adjourned the meeting at 1:30 p.m.

Respectfully submitted,

Joy Grider Office Technology Student

Central Area Technology Center Program Advisory Committee Recommendations

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: May 30, 200_

Recommendations of Advisory Committee	Action Plan
Seek coop positions for auto tech students.	Call and/or visit job sites to determine feasibility of establishing coop sites for auto tech students.
Work with school personnel to promote program.	Continue to communicate with counselors, teachers, and principals to determine appropriate activities to promote program.
Seek affiliation with AYES.	Meet with AYES representative in June 200_and start process to affiliate with AYES.

Course ADX 260+261- Elev Sep. Teacher Mr. Bennet

In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE			•	
A course syllabus was presented and reflected the course objectives, grading procedures, and requirements.	G.	3	2	1
Safety rules and regulations were presented and followed.	A	3	2	1
3. Course materials and supplies were appropriate.	¥	3	2	1
 Audiovisual and/or other instructional media were used effectively and appropriately. 	•	3	2	1
5. The instruction included hands-on training when appropriate.	(4)	3	2	1
6. Tests and assignments related to the objectives of the course. TEACHER		. 3	2	1
7. The teacher and subject matter were nondiscriminatory.	A.	3	2	1
8. The teacher began and ended class promptly.	NAMES OF THE PARTY	3	2	1
9. The teacher presented the subject matter clearly.	X	3	2 2	1
10. The teacher displayed a positive and cooperative attitude.		3 3	2	1 1
 The teacher gave students the opportunity to ask questions in class. The teacher encouraged students to think for themselves. 		3	2	1
13. The teacher provided reasonable accommodations for students with	Ø.	3	2	1
extenuating circumstances.	Cán	3	2	1
 The teacher permitted students to see and review corrected assignments/tests. The teacher provided time to assist students individually. 	**	3	2	1
16. Overall, the instruction in this course was effective.		3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	®	3	2	1
18. The dassroom and/or lab was well maintained.	(4)	3	2	1

(Please write additional comments on back of page.)

Jul Clarz

Course ADX 260 +261 Clac. Sep. Teacher Mr. Bennett

In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair				
3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives,	(A)	3	2	1
grading procedures, and requirements.	0			
2. Safety rules and regulations were presented and followed.	(4)	3	2	1
3. Course materials and supplies were appropriate.	\mathcal{F}	3	2	1
4. Audiovisual and/or other instructional media were used effectively and	(4)	3	2	1
appropriately.	•	£	_	
5. The instruction included hands-on training when appropriate.	4	∮ 3	2 2	1
Tests and assignments related to the objectives of the course.	· O	. 3	2	
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	6	3	2	1
8. The teacher began and ended class promptly.	9-0-0-23+ @ @	3	2	1
9. The teacher presented the subject matter clearly.	8	3 3 3	2	1
10. The teacher displayed a positive and cooperative attitude.	Æ۵	3	2	1
The teacher gave students the opportunity to ask questions in class.	¥		2	1 1
12. The teacher encouraged students to think for themselves.	•	3	2	
The teacher provided reasonable accommodations for students with	€	3	2	1
extenuating circumstances.				
The teacher permitted students to see and review corrected assignments/tests.	4	<u>(3)</u>	2	1
15. The teacher provided time to assist students Individually.	4	<i>(</i> 3)	2	1
16. Overall, the instruction in this course was effective.	(4)	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	0	2	1
18. The classroom and/or lab was well maintained.	4	(3)	2	1
man the section and or the tree tree mention		U		

Course ADX 1204121 auto Cler Teacher Mr. Bennett

In an effort to evaluate and improve courses at (School Name), we are seeking concerning key aspects of each course. Please read the following statements that indicates your opinion of the course, teacher, and classroom/lab/equipments.	carefully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives, grading procedures, and requirements.	O	3	2	1
Safety rules and regulations were presented and followed.	4	3	2	1
Course materials and supplies were appropriate.	4	3	2	1
 Audiovisual and/or other instructional media were used effectively and 	4	(3)	2	1
appropriately.	~		_	
5. The Instruction included hands-on training when appropriate.	4) (4)	3	2 2	1
Tests and assignments related to the objectives of the course.	9	. 3	2	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	(a	2	1
8. The teacher began and ended class promptly.	4	@ & n n co on n	2	1
The teacher presented the subject matter clearly.	₼	3	2	1
The teacher displayed a positive and cooperative attitude.	4 4 6	3	2	1
11. The teacher gave students the opportunity to ask questions in class.	4	(g	2	1
12. The teacher encouraged students to think for themselves.	4	Ś	2	1
The teacher provided reasonable accommodations for students with	${}^{\bullet}\!$	3	2	1
extenuating circumstances.		_	_	
The teacher permitted students to see and review corrected assignments/	tests. 🍎	3	2	1
The teacher provided time to assist students Individually.	4	Ø	2	1
16. Overall, the instruction in this course was effective.	4	Ð	2	1
CLASSROOM/LAB/EQUIPMENT			÷	
17. The classroom and/or lab was adequately equipped.	4	Ø	2	1
18. The classroom and/or lab was well maintained.	4	B	2	1
the macrowith alleger too tree trul trentalities				

Course APX DO+121 auto Elev. Teacher Mr. Bennett		<u> </u>		
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE			•	
A course syllabus was presented and reflected the course objectives, grading procedures, and requirements.	(4)	3	2	1
 Safety rules and regulations were presented and followed. Course materials and supplies were appropriate. Audiovisual and/or other instructional media were used effectively and 	4 4 (*)	(3) 5) 3	2 2 2	1 1 1
appropriately.5. The instruction included hands-on training when appropriate.6. Tests and assignments related to the objectives of the course.	4	3	É	1
TEACHER				
 The teacher and subject matter were nondiscriminatory. The teacher began and ended class promptly. The teacher presented the subject matter clearly. The teacher displayed a positive and cooperative attitude. The teacher gave students the opportunity to ask questions in class. The teacher encouraged students to think for themselves. The teacher provided reasonable accommodations for students with externating circumstances. 	(4) (4) 4 4 4	3 3 3 3 3 3 3	2 2 2 2 2 2 2	1 1 1 1 1 1
 14. The teacher permitted students to see and review corrected assignments/tests. 15. The teacher provided time to assist students individually. 16. Overall, the instruction in this course was effective. 	4 4 4	(B)	2 2 2	1 1 1
CLASSROOM/LAB/EQUIPMENT			•	
17. The classroom and/or lab was adequately equipped.18. The classroom and/or lab was well maintained.	6	3 3	2 2	1 1

Course CIS 100 Intro to Comp Teacher Mr. Bennet

In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment.	full y .			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair				
3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives,	A.	3	2	1
grading procedures, and requirements.	\mathcal{O}			
Safety rules and regulations were presented and followed.	€)	3	2	1
Course materials and supplies were appropriate.	Ó	3	2	1
4. Audiovisual and/or other instructional media were used effectively and	(4)	3	2	1
appropriately.	_		•	
5. The instruction included hands-on training when appropriate.	€	3	2 2	1 1
Tests and assignments related to the objectives of the course.	4)	, 3	2	
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	3	2	1
8. The teacher began and ended class promptly.	\mathscr{R}	3	2	1
9. The teacher presented the subject matter dearly.	C4 C C F F	3 3 3	2	1
10. The teacher displayed a positive and cooperative attitude.	(₺	3	2 2	1
11. The teacher gave students the opportunity to ask questions in class.	(5)	3	2	1
12. The teacher encouraged students to think for themselves.	(₩	3	2	1
The teacher provided reasonable accommodations for students with	4	3	2	1
extenuating circumstances.	_	_	_	
14. The teacher permitted students to see and review corrected assignments/tests.	(3	2	1
15. The teacher provided time to assist students individually.	t Carry	3	2	1
16. Overall, the instruction in this course was effective.	¥	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.		3	2	1
18. The classroom and/or lab was well maintained.	4	3	2	1

C15100. Into to Comp. Teacher Mr. Bennet

In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives,	Či.	3	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed.	J. 42-64-6	3 3	2	1
3. Course materials and supplies were appropriate.	₹			1
 Audiovisual and/or other instructional media were used effectively and appropriately. 	•	3	2	1
5. The instruction included hands-on training when appropriate.	(4)	3	2	1
6. Tests and assignments related to the objectives of the course.	4	. 3	2	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	(4)	3	2	1
8. The teacher began and ended class promptly.	4 6 6 4 4	3 3 3 7 8	2	1
9. The teacher presented the subject matter clearly.	©	3	2 2	1 1
10. The teacher displayed a positive and cooperative attitude.11. The teacher gave students the opportunity to ask questions in class.		/3.	2	1
12. The teacher encouraged students to think for themselves.	4	<u> </u>	2	1
13. The teacher provided reasonable accommodations for students with	4	3	2	1
extenuating circumstances.	Œ	•	2	
 The teacher permitted students to see and review corrected assignments/tests. The teacher provided time to assist students individually. 	(A)	3 3	2	1 1
16. Overall, the instruction in this course was effective.	Q	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	3	2	1
18. The classroom and/or lab was well maintained.	4	Ò	2	1

Course WPP200 Wardplace Pin Teacher Mr. Benned

In an effort to evaluate and improve courses at (School Name), we are seeking a concerning key aspects of each course. Please read the following statements cathat indicates your opinion of the course, teacher, and classroom/lab/equipments	refully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
1. A course syllabus was presented and reflected the course objectives,	4	/3	2 2 2 2	1
grading procedures, and requirements.		ب		
2. Safety rules and regulations were presented and followed.	4	B	2	1
Course materials and supplies were appropriate.	4	E	2	1
 Audiovisual and/or other instructional media were used effectively and appropriately. 	4	(3,	2	1
5. The instruction included hands-on training when appropriate.	4	3	C2	1
6. Tests and assignments related to the objectives of the course.	4	3	6	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	3	(2	1
8. The teacher began and ended class promptly.	4	3 3 3 3 3	a mana a a	1
9. The teacher presented the subject matter clearly.	4 4 4	3	2	1
10. The teacher displayed a positive and cooperative attitude.	4	3	9	1
11. The teacher gave students the opportunity to ask questions in class.	4	3	G ₂	1
12. The teacher encouraged students to think for themselves.	4	3	(Z	1
13. The teacher provided reasonable accommodations for students with	4	3	(2.	1
extenuating circumstances.				
The teacher permitted students to see and review corrected assignments/tes		3	C,	1 1
The teacher provided time to assist students individually.	4	3	2	1
16. Overall, the instruction in this course was effective.	4	3	Ł	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	3	Q	1
18. The classroom and/or lab was well maintained.	4	3	Ð	1

Course WPP200 Workplace Pin Teacher Mr. Blamet

In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment.	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives, grading procedures, and requirements.	4	3	(2	1
2. Safety rules and regulations were presented and followed.	4 4 4	3	(3)	1 1
3. Course materials and supplies were appropriate.	4	3 3 3	Æ	1
4. Audiovisual and/or other instructional media were used effectively and	4	3	E	1
appropriately.			_	
5. The instruction included hands-on training when appropriate.	4 4	3	2	1
Tests and assignments related to the objectives of the course.		. (3	2	
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	· /3\	2	1
8. The teacher began and ended class promptly.	4	3 3 3 3	2 2 2 2 3 8	1
9. The teacher presented the subject matter clearly.	4	Ğ	2	1
10. The teacher displayed a positive and cooperative attitude.	4 4	3	Œ	1
11. The teacher gave students the opportunity to ask questions in class.		3	Œ	1
The teacher encouraged students to think for themselves.	4	3	B	1
The teacher provided reasonable accommodations for students with	4	3	e	1
extenuating circumstances.				
The teacher permitted students to see and review corrected assignments/tests.	4	3		1
The teacher provided time to assist students individually.	4	3	Z.	1
16. Overall, the instruction in this course was effective.	4	3	æ)	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	3	2	1
18. The classroom and/or lab was well maintained.	4	3 3	Ž.	1
The state of the s				

Course MTBO 4/31 - Monual Teacher Mr. Bernet		Tem		
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment.	fully.	nions of Circle	stude the res	nts sponse
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE		-		
1. A course syllabus was presented and reflected the course objectives,	4	(3)	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed. 3. Course materials and supplies were appropriate. 4. Audiovisual and/or other instructional media were used effectively and	4 4 4) න ලී	2 2 2	1 1 1
appropriately.5. The instruction included hands-on training when appropriate.6. Tests and assignments related to the objectives of the course.	4	3	2 2	1
TEACHER				
 The teacher and subject matter were nondiscriminatory. The teacher began and ended class promptly. The teacher presented the subject matter clearly. The teacher displayed a positive and cooperative attitude. The teacher gave students the opportunity to ask questions in class. The teacher encouraged students to think for themselves. The teacher provided reasonable accommodations for students with 	4 4 4 4 4 4	355 B B B B B B	2 2 2 2 2 2 2	1 1 1 1 1 1
extenuating circumstances. 14. The teacher permitted students to see and review corrected assignments/tests. 15. The teacher provided time to assist students individually. 16. Overall, the instruction in this course was effective.	4 4 4	(B)	2 2 2	1 1 1
CLASSROOM/LAB/EQUIPMENT	_		÷	
17. The classroom and/or lab was adequately equipped.18. The classroom and/or lab was well maintained.	(4)	3 3	2 2	1 1

Course AUTBOX BIMMUSL Teacher Mr. Bennet Frommissions		l'erm_		
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment.	full y .			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives, grading procedures, and requirements.	4	3	Ê	1
2. Safety rules and regulations were presented and followed.	4 4	3	Ø G	1
3. Course materials and supplies were appropriate.	4	3	ø	1
4. Audiovisual and/or other instructional media were used effectively and	4	3	${\cal G}$	1
appropriately.	4	3	6	4
5. The instruction included hands-on training when appropriate.6. Tests and assignments related to the objectives of the course.	4	. 3	Ø	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	3	2	1
8. The teacher began and ended class promptly.	4	3 3 3	SE S	1
The teacher presented the subject matter clearly.	4 4 4 4	3	×	1
10. The teacher displayed a positive and cooperative attitude.	4	3	ě	1
The teacher gave students the opportunity to ask questions in class.	4	3	\$	1
12. The teacher encouraged students to think for themselves.	4	3	e	1
 The teacher provided reasonable accommodations for students with extenuating circumstances. 	4	3	Q C	1
14. The teacher permitted students to see and review corrected assignments/tests.	4	3	(2)	1
The teacher provided time to assist students individually.	4	3	Œ.	1
16. Overall, the instruction in this course was effective.	4	3	Ø	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	3	(ã	1
18. The classroom and/or lab was well maintained.	4	3	¥	1
mer the ended point and at the transmission.				

Auto.

Course AUT 180 +181 Junamusing cacher Mr. Bennet		'em	/_	
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE			٠	
1. A course syllabus was presented and reflected the course objectives,	(4)	3	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed. 3. Course materials and supplies were appropriate.	€) 4 4	3 3 3	2 2 2	1 1 1
 4. Audiovisual and/or other instructional media were used effectively and appropriately. 5. The instruction included hands-on training when appropriate. 6. Tests and assignments related to the objectives of the course. 	Q	3	2 2	1 1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.8. The teacher began and ended class promptly.	4 4	® €3 3 3 6 6	2 2	1
9. The teacher presented the subject matter dearly.	(4) (4)	3	2 2	1
 The teacher displayed a positive and cooperative attitude. The teacher gave students the opportunity to ask questions in class. 	4	(3 ₀	2	1
12. The teacher encouraged students to think for themselves.	4	3	2	1
13. The teacher provided reasonable accommodations for students with extenuating circumstances.	\mathcal{O}	3	2	1
The teacher permitted students to see and review corrected assignments/tests.	(3	2	1
The teacher provided time to assist students individually.	•	3	2	1
16. Overall, the instruction in this course was effective.	Ð	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	6	3	2	1
18. The classroom and/or lab was well maintained.	ø	3	2	1

Course AUT 1807/81 automater Teacher Mr. Bennet	т	em		<u> </u>
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully. (ons of Circle	studes the res	nts pons
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE			٠	
1. A course syllabus was presented and reflected the course objectives,	(4)	3	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed. 3. Course materials and supplies were appropriate.		3 3	2 2 2	1 1
 Audiovisual and/or other instructional media were used effectively and appropriately. 				1
5. The instruction included hands-on training when appropriate.6. Tests and assignments related to the objectives of the course.		3	2 2	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	€ + € ® + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 +	3 3	2	1 1
 The teacher began and ended class promptly. The teacher presented the subject matter clearly. 	4 0	3	<u>2</u>)	1
10. The teacher displayed a positive and cooperative attitude.	3	3	2	1
11. The teacher gave students the opportunity to ask questions in class.	A	3	2	1
12. The teacher encouraged students to think for themselves.	І	3	2	1
 The teacher provided reasonable accommodations for students with extenuating circumstances. 			2	1
14. The teacher permitted students to see and review corrected assignments/tests.	Q.	3		
The teacher provided time to assist students individually.			2	1
16. Overall, the instruction in this course was effective.	G	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	Ø	2	1
18. The classroom and/or lab was well maintained.	4	③	2	1

Course AUT 160+161 Suspensi Teacher Mr. Bennet	T	em	/	
In an effort to evaluate and improve courses at (School Name), we are seek concerning key aspects of each course. Please read the following statement that indicates your opinion of the course, teacher, and classroom/lab/equip	ts carefully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
1. A course syllabus was presented and reflected the course objectives,	(P)	3	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed.	4	(3)	6	1
Course materials and supplies were appropriate.	6	3	② 2 2	ن
4. Audiovisual and/or other instructional media were used effectively and	$lack {\mathcal O}$	3	2	1
appropriately.	4	3)	D	4
5. The instruction included hands-on training when appropriate.6. Tests and assignments related to the objectives of the course.	4	. 3	2	5
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	(4 ₂	3	2	1
8. The teacher began and ended class promptly.	4	(3) 3 3	2	1
 The teacher presented the subject matter clearly. The teacher displayed a positive and cooperative attitude. 	4 ∕ 4 0	. 5 3	2 2	1 1 1
11. The teacher gave students the opportunity to ask questions in class.	4	3	2	1
The teacher encouraged students to think for themselves.	4	3	Ø	
 The teacher provided reasonable accommodations for students with extenuating circumstances. 	4	3	2	\mathcal{O}
14. The teacher permitted students to see and review corrected assignments	s/tests.	3	2	1
The teacher provided time to assist students individually.	. 4	3	Ø	1
16. Overall, the instruction in this course was effective.	4	3	2	0
CLASSROOM/LAB/EQUIPMENT			-	
17. The classroom and/or lab was adequately equipped.	A	3	2	1
The classroom and/or lab was well maintained.	(4)	3	2	1

Course AUT 160 + 161 Suspensin Teacher		em		
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements careft that indicates your opinion of the course, teacher, and classroom/lab/equipment.				
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
 A course syllabus was presented and reflected the course objectives, grading procedures, and requirements. 	Ø	3	2	1
2. Safety rules and regulations were presented and followed.	Ð	3	2	1
3. Course materials and supplies were appropriate.	$oldsymbol{oldsymbol{arTheta}}$	3	2	1
 Audiovisual and/or other instructional media were used effectively and appropriately. 	Ð	3	2	1
5. The instruction included hands-on training when appropriate.6. Tests and assignments related to the objectives of the course.	@	3	2	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	C#	3	2	1
8. The teacher began and ended class promptly.	Ø	3	2	1
9. The teacher presented the subject matter clearly.	4	3	2	1
The teacher displayed a positive and cooperative attitude.	Ø	3	2	1
11. The teacher gave students the opportunity to ask questions in class.	6	3	2	1
12. The teacher encouraged students to think for themselves.	\odot	3	2	1
 The teacher provided reasonable accommodations for students with extenuating circumstances. 	6	3	2	1
14. The teacher permitted students to see and review corrected assignments/tests.	(1)	3	2	1
The teacher provided time to assist students individually.	(4)	3	2	1
16. Overall, the instruction in this course was effective.	(4)	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	(2 4°	3	2	1
18. The classroom and/or lab was well maintained.	\mathcal{G}	3	2	1

Course ADX 170 + 171 AC Teacher M. Bennett		Tem		 -
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment.	fully.			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
1. A course syllabus was presented and reflected the course objectives,	4	(3)	2	1
grading procedures, and requirements.	4	<u>6</u>	2 2 2	
 Safety rules and regulations were presented and followed. Course materials and supplies were appropriate. 	4	Ã	2	1
Audiovisual and/or other instructional media were used effectively and	4	/š.	2	1
appropriately.		O	_	-
5. The instruction included hands-on training when appropriate.	4	3	(B)	1
6. Tests and assignments related to the objectives of the course.	4	. 3	0	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	3	2	1
8. The teacher began and ended class promptly.	4 4 4 4	3 3 3 3 3	CACO CO CONTRACTOR	1 1 1 1
9. The teacher presented the subject matter clearly.	4	3	(2)	1
10. The teacher displayed a positive and cooperative attitude.	4	3	Ø	1
11. The teacher gave students the opportunity to ask questions in class.	4	3	8	1
12. The teacher encouraged students to think for themselves.13. The teacher provided reasonable accommodations for students with	4	3	(Z	
extenuating circumstances.	•	•		0
14. The teacher permitted students to see and review corrected assignments/tests.	4	/3	2 2	1
15. The teacher provided time to assist students individually.	4	48	2	1
16. Overall, the instruction in this course was effective.	4	8	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	B	2	1
18. The classroom and/or lab was well maintained.	4	A	2 2	1
		\mathcal{O}		

Course ADX 704171 AC. Teacher Mr. Blimet	Te	m_		
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements care that indicates your opinion of the course, teacher, and classroom/lab/equipment	fully. C			
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE			-	
1. A course syllabus was presented and reflected the course objectives,	A	3	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed.	/4	3	2	1
Course materials and supplies were appropriate.	4	3	2	1
4. Audiovisual and/or other instructional media were used effectively and	4	3	2	1
appropriately. 5. The Instruction included hands-on training when appropriate.	4/	3	2	1
6. Tests and assignments related to the objectives of the course.	4/	. 3	2	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	4	3	2	1
8. The teacher began and ended class promptly.	1	3 3	2 2	1 1
 The teacher presented the subject matter clearly. The teacher displayed a positive and cooperative attitude. 	[\	3	2	1
11. The teacher gave students the opportunity to ask questions in class.	4	3	2	1
12. The teacher encouraged students to think for themselves.	4	3 3	2 2	1 1
 The teacher provided reasonable accommodations for students with extenuating circumstances. 		3	2	•
14. The teacher permitted students to see and review corrected assignments/tests.	. 4	3	2	1
15. The teacher provided time to assist students individually.	4/	3	2 2	1
16. Overall, the instruction in this course was effective.	\	3	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	3	2	1
18. The classroom and/or lab was well maintained.	4/	3	2	1

Course AUT 110 +111 Brakes Teacher Mr. Benneit	1	l'erm	/	
In an effort to evaluate and improve courses at (School Name), we are seeking the concerning key aspects of each course. Please read the following statements careft that indicates your opinion of the course, teacher, and classroom/lab/equipment.				
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
1. A course syllabus was presented and reflected the course objectives,	4	3	2	1
grading procedures, and requirements.	(4)	3	2	1
 Safety rules and regulations were presented and followed. Course materials and supplies were appropriate. 	ma .	3 3	2	1
Audiovisual and/or other instructional media were used effectively and	(4)	3	2	1
appropriately.	G		_	_
5. The instruction included hands-on training when appropriate.	Θ	3	2	1
6. Tests and assignments related to the objectives of the course.	Ŏ	. 3	2	1
TEACHER				
7. The tenshor and cubiest matter were needicariminatery	4	30	2	1
7. The teacher and subject matter were nondiscriminatory.8. The teacher began and ended class promptly.	4	Ø	2	1
9. The teacher presented the subject matter clearly.	4	A	2	1
10. The teacher displayed a positive and cooperative attitude.	4	Ã	2	1
11. The teacher gave students the opportunity to ask questions in class.	4	À	2	1
12. The teacher encouraged students to think for themselves.	4	Ğ	2	1
 The teacher provided reasonable accommodations for students with extenuating circumstances. 	4	<u> </u>	2	1
14. The teacher permitted students to see and review corrected assignments/tests.	4	(3) (8)	2	1
15. The teacher provided time to assist students individually.	4	3	2	1
16. Overall, the instruction in this course was effective.	4	B	2	1
CLASSROOM/LAB/EQUIPMENT				
17. The classroom and/or lab was adequately equipped.	4	${\mathfrak G}$	2	1
10. The description and/or lab was additioned additioned	4	<u>~</u>	2	1

Course Put 110 +111 Trakes Teacher 1111. Dennet	Te	m		
In an effort to evaluate and improve courses at (School Name), we are seeking concerning key aspects of each course. Please read the following statements of that indicates your opinion of the course, teacher, and classroom/lab/equipments.	carefully. (
Please use the following scale to rate each of the evaluation items.				
4 Excellent 2 Fair 3 Good 1 Poor				
COURSE				
A course syllabus was presented and reflected the course objectives, and requirements.	4	<u>(3)</u>	2	1
grading procedures, and requirements. 2. Safety rules and regulations were presented and followed.	4	3 3	2	1
3. Course materials and supplies were appropriate.	4	3	2 2	1 1
 Audiovisual and/or other instructional media were used effectively and appropriately. 		3	2	•
5. The Instruction included hands-on training when appropriate.	4	3	2	1
Tests and assignments related to the objectives of the course.	4	(3)	2	1
TEACHER				
7. The teacher and subject matter were nondiscriminatory.	(4)	3	2	1
8. The teacher began and ended class promptly.	4	3 3 3	2 2	1
9. The teacher presented the subject matter clearly.		3	2	1
10. The teacher displayed a positive and cooperative attitude.11. The teacher gave students the opportunity to ask questions in class.	4	30	2 2 2	1
12. The teacher encouraged students to think for themselves.	4	3	2	1
 The teacher provided reasonable accommodations for students with extenuating circumstances. 	4	-	2	1
14. The teacher permitted students to see and review corrected assignments/to	ests. 4	3	2	1
15. The teacher provided time to assist students individually.	4	\$	2	1
16. Overall, the instruction in this course was effective.		5	4	1
CLASSROOM/LAB/EQUIPMENT			-	
17. The classroom and/or lab was adequately equipped.	Æ	3	2	1
10. The elegeness and/or lab upg wall exciptained	<i>)</i> 26\	3	2	1

STANDARD 5

Standard 5-A CATS and KOSS Portfolio Entry Page 1 of 16

KIRIS WRITING PORTFOLIO Table of Contents Grade 12

March 200-

Student Signature Sheet Included and Signed

Y N (Circle One)

Fill In Number Selected	Category/Descriptor	Content area At least one piece must come from a content area other than English/language arts	Page
1	Reflective Writing	r	
	Title: Letter to the Reviewer	English/Language Arts	1
1	Personal Expressive Writing (Include 1 or 2) Personal Narrative, Memoir, Personal Essay		
	Title: "Invincible"	English/Language Arts	3
	Title: "Zero Hour"	Citizenship	5
1	Literary Writing (Include 1 or 2) Story, Poem, Script		
	Title: "Amethyst"	English/Language Arts	7
	Title:		
2	Transactive Writing (Include 1 or 2) Various Real-World Forms		.
	Title: "Hats"	English/Language Arts	14
	Title:		
	Total (must equal 5)		

Dear Reviewer:

Writing is one of those things that you either love or hate. There is no middle ground in writing. I have to admit that at one point in my life I hated writing more than anything else.

That's mostly because up to that point all I had written were reports for school. I hadn't even tried out fictional writing yet. There is much more to writing, I found out, than sitting in front of an encyclopedia getting facts for a report. I can now say with pride that I greatly enjoy writing.

One of the earlier pieces in this collection was to convince my school directors that wearing hats in school should be allowed. It was given the very original name, "Hats." It wasn't my best piece I ever wrote but then again only one is. The first draft of the piece which was used for school was not even near the standards I had for the final draft, but after many corrections and rewrites it turned out to be a fairly decent piece.

"Amethyst" is a short story that I wrote a while ago but I still love. It was the first short story I wrote since junior high school. I rewrote this piece so many times and so much that now it doesn't even resemble the original, well except for the main story line. It is a basic story about a girl who gets three wishes and misuses them, and, well you'll know how it goes after you read it. I know there is so much more I could have done to make "Amethyst" better but there are only so many changes a person can make in the time allotted.

Some of a writers finer pieces are influenced by real life past experiences. Such is the case in my personal narrative, "Invincible." I wrote about a very bad experience I had, and hope to share with others so that they do not make the same follies. I almost didn't want to write about it but after a while of thinking about it, I just went and did it. Then when I was putting

together my portfolio I almost thought of pulling it all together, but I couldn't write a new piece of in the time allotted. I am going to ask you to try and not judge me too harshly for the events that occur in "Invincible," but remember that I am a changed person now.

I think the piece in my portfolio that speaks to all that will ever read it is "Zero Hour." It tells how I felt during the attack on Sept. 11, and what I was doing when it happened. The reason I think it will speak to everyone is not because it is a patriotic piece but because it shows how the world can change in one instant and from then on be a completely different world. This can happen to anybody, so we all must realize it as a possibility.

Now as you go on to read the pieces in my portfolio I will hope you will think of all I've said in this letter, and try to understand my true meaning behind all my pieces.

Yours truly,

Invincible

People always say that when kids turn eighteen they think they are invincible. "I know you think you're invincible but..." is what they always say. I can for one say that I once thought that I was somewhat indestructible.

My friends and I used to get in a lot of trouble. I don't mean like sneaking out late at night kind of trouble, I mean serious trouble. Well one night we decided to try out some stuff that we probably shouldn't have. They're called mushrooms; not the "put on your pizza" kind of mushrooms but the psychedelic kind of mushrooms. I remember eating them and then before I knew it I was in the hospital drinking charcoal to get them out of my system.

This whole thing started out as just wanting to have a little fun. We were at a party when we ate them but it wasn't from the party. Nobody really knew that we had eaten them. We left before they kicked in and parked behind some building. That's when we started "tripping."

After that I blacked out and woke up in a hospital. This wasn't like passing out, it was more of I don't remember what I did because I was still awake. At the hospital there were cops and nurses all around. They had no idea who I was or what was wrong with me. Apparently I had gone non-responsive, which means I was basically in a coma, for two hours. When I woke up I literally could not believe what was happening. I thought I was still dreaming, but I told them what had happened anyway just hoping I'd wake up. I knew it wasn't a dream when my dad showed up. He was of course disappointed in me but he took pretty well. He took me home and I went to sleep getting ready for the next day, trying to figure out exactly what happened.

This next part of my story is not what I know but what I have been told. It turns out I was

page 5 of 16 just going around causing trouble in some factory parking lots and somebody called the cops.

When the police showed up I wasn't very cooperative and they arrested my and took me to the hospital because they could tell something wasn't right with me. In this whole process I lost my cell phone and my class ring.

After this incident I knew I was not invincible. I know that this life is short and everyday is a gift and we should live it to the fullest but without pushing the limits. I've also started trying to get a lot of my friends to stop doing any kinds of drugs. Since then I have actually influenced several different people. I know so because they thanked me for talking them out of doing it and they told how stupid the people, the ones that actually did whatever it was, looked. I feel better knowing that I have made a difference and I wouldn't wish what happened to me on anybody in the world.

Zero Hour

I used to always hear my parents talk about where they were when Pearl Harbor was attacked, or my brothers say what they were doing when Challenger exploded. I never understood how they could remember exactly what they were doing at one instant so long ago. That was before it happened.

I remember **exactly** where I was and what I was doing that day, hour, even that very minute. I was sitting in my Bible class, at that time I went to LCA (Lexington Christian Academy), and we were al working on class work when someone ran into the room screaming, "Turn on the T.V. now!" Our teacher didn't really think anything of it at first, but he finally turned on the T.V. and we saw the horror that our parents never wanted us to see. We saw an icon of America being destroyed right in front of our eyes and there was nothing any one of us could do about it.

Only one tower had been hit at that point and most people in my class just figured it was a plane malfunction, or some kind of fluke. Just then the second plane hit. It was at that moment that we new we were being attacked and that it wasn't an accident. This was carefully planed and executed. I looked around and I saw people crying because they knew people who worked there. I saw people with mouths open and eyes ready to pop out of their heads. I was one of those who was so shocked that I didn't even realize what was happening until a couple of hours later. Oh, but when it did hit me I was terrified.

Our school had a ceremony the next day honoring those that gave there lives and those who were trapped in the World Trade Centers. It was very moving and I would say almost

Standard 5-A CATS and KOSS
Portfolio Entry

everybody in that auditorium cried at one time or another. I know I did. Ever since that day I have never forgotten how I felt, never forgiven the people that did this, and never given up hope that they will be punished for their deeds.

I feel that how ever many years I live, I will always hold one day of the year in my heart as memoriam to all the people that died in the World Trade Centers, and even those that died in the plane crash in Pennsylvania. That day is September 11; also know to most as 9/11.

Amethyst

On a quiet afternoon in a town that nobody has ever heard of, mainly because nobody from this world has ever been there, a girl that goes by the name of Charlotte Greene started home from her classes. Everybody at school called Charlotte "the weird girl." She had stayed late at her school because she didn't like walking home at the same time as everybody else.

"Why must they call it high school?" she thought, "All the people I've met thus far have been pretty low." When Charlotte finally arrived at her house she found her mom scurrying around like a little ant.

"What are you doing mom?" Charlotte asked.

"Robbie just called and we're going to dinner, so you're on your own tonight," was the reply her mother gave her. Robbie was a rough looking fellow. Charlotte's mother had met him only eight months after her divorce with Charlotte's birth father. They had been seeing each other ever since which has been about four months. When Charlotte finally met Robbie she had wished that she had gone to live with her father, but Charlotte's father drank too much and didn't much care for her at all. Her relationship with her parents was crumbling to the ground.

When Charlotte entered the house she went straight to her room and turned on some music to drown out all other noise in the house. She tried to think of something that she knew she must remember but couldn't quite do it. Just then the phone rang, and coinciding with that ring was her brain. Now she remembered that she was supposed to hang out with Ben today.

Charlotte had known Ben for as long as her mind could recall. He was about six months her elder but they were still in the same class at school. Thinking of Ben as more than a friend was

Page 9 of 16 something that Charlotte just never did. She just couldn't do it. But they were the best of friends and stood beside each other whenever they needed it. It was then that she heard her mom's voice

from down the stairs.

"Ben's on the phone." She screamed.

"Okay mom, I got it."

"Don't stay on the phone Robbie said he would call."

Charlotte didn't answer to this. She just picked up the phone and very glumly but friendly

said,

"Hello?"

"Hey Charlotte, you ready to go?"

"What movie are we going to see again?"

"Um, Backyard Divers From Behind the Cars"

"Yeah." She said after a short awkward silence, "That sounds great."

"Hey don't make fun, I told you to pick a movie but you didn't want to so we're going to see this and that's that."

"Okay Ben, fine when can you be here?"

"In about 10 minutes."

"Good the sooner the better, I have to get out of here."

As she hung up the phone she looked around her room for something to change into.

Although she couldn't see herself dating Ben, she still liked to look decent when he was around.

Now Charlotte's version of decent and the version you are probably used to are most likely not

the same thing. Charlotte is a great admirer of the color black. Her pants, shirt, nails, lips, and

anything else that can be black, was black. Now don't get me wrong and think that she was a bad person just because she wears a lot of black like so many villains do. Charlotte is a very loving and generous person. She just really likes black that is all. As she bolted out the door she thought she told her mom where she was going but when she looks back she can't really recall. Ben was sitting in his car waiting. She walked to the car and got in just as Ben was lighting a cigarette.

"I'm telling you Ben, those things will be the death of you."

"Yeah well I can't help it."

Charlotte didn't really appreciate Ben's new habit so she plucked the cigarette from his mouth and threw out of the car.

"What did you do that for?" gasped Ben.

"That's for last week when you spilled my soda all over my clothes."

"Hey I said that was an accident."

As they pulled away a strange wind began to blow. The cigarette which Charlotte threw out and had landed on her driveway was oddly rolling up the driveway into her garage.

After the movie Charlotte hit Ben on the arm.

"And what was that one for? Man, you're being mean today." He said jokingly.

"That was for that horrible movie."

"Oh come on it wasn't that bad was it."

"Yeah it really was."

"Well I liked it," Ben muttered almost under his breath, but just loud enough for Charlotte to hear. The two then proceeded to go eat in a diner that was just close enough to walk to. As they were walking they passed and old man who looked much like a beggar. They were

going to go offer him money when they saw how new and expensive his suit was Page 11 of 16

"I think this guy's in trouble," said Ben.

"No duh, go and call the police," snapped Charlotte.

"No wait," coughed the strange man. "You mustn't tell anyone about what you have already seen or what you are about to see. For it may change the course of the universe if you make too great a demand."

"What are you talking about, demand? I don't get it," asked Ben.

"Take this, and destroy it, immediately! For I fear that this amulet may destroy life as we know it. This is the Amethyst Amulet. It is over three thousand years old. The legends say that it will grant the owner three wishes, but they would do better to say three curses."

"What do you mean curses? What did you wish for? Come on now speak up," Charlotte screamed but it was obviously that the man had passed on from this plane of existence into the next.

"Okay, um, Charlotte we really need to get out of here right now," choked Ben, for he had never seen a real dead body before. He dragged Charlotte, who was nearly in tears, to the car and started driving.

"Well maybe you should wish for something and see what happens," suggested Ben.

"You heard what the man said; this thing is cursed and must be destroyed."

"Oh what a bunch of rubbish. I think he just had a bit of bad luck with his wishes. He probably made really greedy wishes or something of the sort."

"Yeah well maybe so, but—"

"Just do it already."

"Fine," said Charlotte reluctantly. Charlotte then wished to be happier with representation of the circumstances.

"You call that a wish?" laughed Ben. "I mean you could have at least wished for like a million dollars or something like that."

"Look if you want to make a wish go ahead see if you can do better."

Ben took the amulet out of Charlotte's hands and wished that he had one, no, two millions dollars right now. Just then the ground shook and a thundering voice said,

"Only one soul may make his wishes within his first and last wish."

"What does that mean?" asked Ben.

"I think it means that since I already wished for something, I have to complete my three before anybody else can have their wishes granted," replied Charlotte.

"Oh so I have to like wait my turn then huh?" mumbled Ben.

"More or less, now I think I will make a wish for something more real," declared Charlotte. She proceeded to wish that she didn't have to live with her mom anymore. I will not tell you exactly what she said for it was so cold and with no remorse so that it chills me to the bones to hear it; much less write it down for all to see.

Ben drove Charlotte home to see what had happened but when they got there they saw the last thing that they expected; Charlotte's house ablaze with the brightest fire either of them have ever seen. Charlotte jumped out of the car while it was still moving at a pretty decent rate and started screaming for her mother. She could not find her anywhere. It was getting pretty dark at this point and Charlotte hoped that she just couldn't see her. Her fears came to reality when she asked one of the firemen if they had seen the owner of the house and they had said that no

one came out of the house. Charlotte collapsed on the ground and wept.

"This is not what I wanted to happen, I didn't want to live with her but I didn't want her to die," she screamed

"Then wish that she was still alive," suggested Ben.

Charlotte couldn't understand why things had to turn out like this, but she fumbled back to the car to find the amulet and once she had succeeded in doing this she brought it close to her chest and wished a most sincere wish that her mother was still alive. She looked around but nothing seemed to be happening. She then through the amulet on the ground and began to smash it to a fine powder with a rock roughly the same size.

"Why didn't it work," she howled through the commotion.

Just then she heard a familiar sound; one that sounded like her mom's car. She jumped up to see her mom's car pulling up and her mom jumping out in a panic. She ran to her mother as she was talking to one of the police.

"Mom you're alive," she cried through a river of tears flowing down her face.

"Honey, I told you I was going to dinner." Her mom replied very coolly.

"I know but I was just so worried about you," cried Charlotte.

For the next ten minutes a mother and daughter wept together for each other and held each other in a deep embrace, one that only a true love can produce.

After that day Charlotte liked life much better. She and her mother became the best of friends and lived life to the fullest. The day that Charlotte's mother died was the day that Charlotte wept the second most she ever wept, second only to that magical day she made a very foul wish. As Charlotte looked back on her life when she was lying on her own deathbed, she

decided that ever since that day she had been much happier.

Now I feel I should tell you what happened to that cursed rock that found its way into Charlotte's hand that moment of truth when Charlotte destroyed the amulet. After she smashed it to pieces the instrument she used in its destruction fell from her hand and landed next to the debris as if it had been placed there by some magic. After the whole ordeal Ben had thought to himself that if only Charlotte hadn't destroyed the amulet he could have used it too. Not a second after he thought this the rock began to glow a deep shade of purple and constantly got brighter. I can not tell you whether or not anyone found the newly cursed rock. But I do know that if they did the world would surely restart its gradual downfall once again.

Why are hats banned in public school systems? There is nothing wrong with them. They are clothing just like shirts or pants; they go on your body to conceal or to keep you warm. I feel that the "no hat" rule should be totally eliminated.

Hats can be used for many purposes, one being to cover up bad hair. If a student could not fix their hair one morning because they were running late or if their hair would not stay down then they could wear a hat to cover it up and not cause a distraction to other students because of their crazy hair. The second reason is that hats sometimes go with an outfit; the outfit just might not look the same if the hat is not worn. Thus the hat is almost considered necessary. The third reason is that some students think hats are really comfortable. They are used to wearing a hat and do not feel right without it. This also causes a problem when students don't even realize they are wearing a hat because it's so "normal" to them; then authority gets mad at them and student didn't even really mean to cause a problem.

Some people might say that hats are distracting in themselves to other students. This is just downright absurd. There are plenty more articles of clothing that can be more distracting than a hat, but somehow there are not rules against **them**. I think a policy should just be in place about abnormal hats, but nothing against a plain baseball cap. If you see someone anywhere else in a hat you don't even think twice about it. Why then, should it be any different in class?

Also, other people might suggest that students could cheat by hiding test answers under the bill of a hat. Well, if a student is **that** desperate to cheat, I'm sure they would find another way to do it if they couldn't wear a hat. That's just as irrelevant as outlawing sandals if walking

Standard 5-A CATS and KOSS
Portfolio Entry
Page 16 of 16

was illegal; you don't need sandals to walk.

Thus I leave you with one single thought; the idea that hats are just like clothing, only they are on our heads. Maybe some extremities can be banned just as it is with any other article of clothing, but most hats should be allowed in the school system. I hope I have shed some new light on this subject for you, but if not well then maybe I at least showed you that there are some people out there who want this rule done away with.

Scenario A 05

STANDARDS

AA003 Use correct pronunciation, spelling, grammar, and syntax

AA004 Write with accuracy, brevity and clarity

AA010 Contrast the role of a team with the role of an individual

EB001 Assume responsibility for the personal safety of self and others

EB003 Demonstrate a positive personal attitude towards safety

EB006 Report unsafe practices to appropriate personnel

OC009 Operate equipment in a safe, prescribed manner

EB004 Comply with established local, state, and federal safety and health practices

PROMPT

You are a technician working in a shop with several other technicians. You notice one of your co-workers using a grinder only a short distance from another using a flammable solvent. How would you handle this situation?

DIRECTIONS TO STUDENTS

Prepare a written response on how you would handle the situation. Be sure to address at least 3 issues of safety.

EVALUATION CRITERIA

You must score a 3 or 4 on the scenario in order to pass this portion of the assessment.

SCORING RUBRIC

4

- Thoroughly describes how to handle the situation
- Identifies 3 safety issues that may arise from this situation
- Well organized and communicates effectively
- · Few grammatical and spelling errors but they do not distract the reader

3

- Adequately describes how to handle the situation
- Identifies 2 safety issues that may arise from this situation
- Mostly well organized and communicates effectively
- Some grammatical and spelling errors but they do not distract the reader

2

- Attempts to describes how to handle the situation
- Identify 1 safety issues that may arise from this situation
- Some organization and some parts are communicated effectively
- Some grammatical and spelling errors that distract the reader

1

- Little or no description on how to handle the situation
- Little or no attempt to identify safety issues that may arise from this situation
- Limited organization and limited effective communication
- Many grammatical and spelling errors that distract the reader

Transportation Transportation Scenarios/1

first i would tell the technission that he is working around a very flamible substance. I would tell the other tech. that he needs to make sure the flamible liquid is in its proper area and in a approved container. I would tell the other tech. that the grinder that he was useing needed to have a safty shield. I would repremand both of them for this because they should have paid attention to what was going on.

I would have my co-worker stop grinding immediately. I would then have him work on something else until the other co-worker was through working with the flammable solvent. Then I would have him make sure the area he would be grinding in was clear of any flammable solvent.

One problem with working with a flammable solvent and grinding in the same area would be that sparks from the grinder could ignite the solvent and injure anyone in the shop.

Another problem with this might be that the equipment being used could be damaged or destroyed if the solvent were to become ignited.

A third problem is that an explosion could occur from the flammable solvent being ignited.

Transportation Transportation Scenarios/1

To whom it may concern, As a technician I am responsible for myself and the well-being of my fellow co-workers on site. An issue of safety has arose to my attention among a few of my comrades. Every piece of machinery in the garage is and can be used as a dangerous weapon to individuals and the group as a whole. A grinder was being used by a technician only a short distance from the use of flammable solvents by another worker. The violation of safety concerned with this situation can not be stressed enough. Sparks formed from the grinder could land on the technician handling the solvents and cause him to spill chemicals on the ground, sparks that are created could cause the flammable solvents to ignite and take part in a possible explosion, and there could be a possibility of burns and/or poisoning if the technician was surprised by hot sparks and spilled the chemicals on himself or another. These are just a few safety obstructions that could take place among the lethal closeness of these two workers. The separation of these two stations should be greater or maybe a time schedule should take place between them to create a safer environment for all of us. Sincerely, Amanda Toombs

Total Pages 1298

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT RESPONSE SHEET - SIDE 1

NAME ASSESSMENT NAME Transportation (Automotive) Scenairo A 05 If one of my co-workers were using a grinder and not far away from another co-worker was using a flammable solvent, the first thing I would do is go and tell my supervisor about the situation. I decide to tall the supervisor, so that helshe can talk to the WORKERS. I wouldn't want to go up to them, myself because I may scare them and then cause something bad to happen. I know that the supervisor Knows now to approach and how to handle this Situation. After the my co-workers finished their jubs, and would ask them if they knew what type of situation they had themselves and the entire shop in. Then I would explain to them the safety issues that were present. The first issue of safety would be, they could of started a fire. And when there's a fire you have cortain things that needs to done. A fire, could put the whole shop into serious danger and maybe result in some deaths. And some-people in our shop clon't know how to use fire extinguisher, properly. Another issue of concern dealing with safety, they could of nur+ themselves or some-one else. A spark from the arinder could fly and

the solvent can get into some-one's eye and

cause n

on some-one's arm and

Scenario B 05

STANDARDS

AA003 Use correct pronunciation, spelling, grammar, and syntax

AA004 Write with accuracy, brevity and clarity

EB001 Assume responsibility for the personal safety of self and others

EB003 Demonstrate a positive personal attitude towards safety

EB004 Comply with established local, state, and federal safety and health practices

OC001 Complete forms and paperwork as required

PROMPT

Your employer has accepted a visiting technician from England for three months. You have been asked to mentor this technician during his stay.

DIRECTIONS TO STUDENTS

Write an essay regarding safety topics including personal safety, safety reports/materials, and general safety practices implemented by your company. You will use this report to familiarize the visiting technician with the company's safety procedures on the first day.

EVALUATION CRITERIA

You must score a 3 or 4 on the scenario in order to pass this portion of the assessment.

SCORING RUBRIC

4

- Thoroughly describes at least 3 personal safety practices
- Thoroughly describes the importance of safety
- Well organized and communicates effectively
- Few grammatical and spelling errors but they do not distract the reader

3

- Adequately describes 2 personal safety practices
- Adequately describes the importance of safety
- Mostly well organized and communicates effectively
- Some grammatical and spelling errors but they do not distract the reader

2

- Attempts to identify 1 personal safety practices
- Attempts to describe the importance of safety
- Some organization and some parts are communicated effectively
- Some grammatical and spelling errors that distract the reader

1

- Little or no attempt to identify personal safety practices
- Little or no attempt to describe the importance of safety
- Limited organization and limited effective communication
- Many grammatical and spelling errors that distract the reader

When a person starts a job, the employer or emplyee must follow saftey pre-cautions. The employee must know personal saftey, how to keep themselves from harming there selfs or others. Employee should keep written safty reports on chemical or machinary they just used or inspect and general safty. Just read and do what the directions say to do.



In showing the technician first I would tell him the safety equipment to use, such as safety glasses, steel toed boots, and breathing mask. Then getting out in the shop and showing him the emergency eguipment throughout the shop likem the eye wash, first aid kit, fire estinguishers, and the emergency exits.

Next I would show him how to run the particular equipment that is used in the shop go over safety rules and precautions used on the particular piece of equipment. Then let him practice and get used to the methods and skills needed to run the equipment properly and safely to prevent injury.



Safety is a very important issue with our company. Having a safe working environment ensures not only the safety of our workers, customers, and vehicles, and profit, but also a wonderful place to learn.

A very large safety concern is the control of flammable substances. At our company we make sure that materials of this matter are controlled and stored properly. We also ensure and double check that it is safe to use these materials in the working environment. For example, it is not safe to use substances of this sort around mig welders.

Wearing safety goggles is also a huge concern. It takes good eyesight to be a good technician. Our company requires that these goggles are to be worn anytime you step into the shop, even if its a simple task.

Our company also requires use of MSDS chemical safety sheets. You must learn about a chemical, and observe all hazards listed. These hazards are listed to keep accidents from happening.

If you follow these three listed precautions, our company will have a much safer working environment.



KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT RESPONSE SHEET - SIDE 1

ASSESSMENT NAME 2005 Transportation Assessment Scenario BOS The auto stop can be a very rewarding and dangerous place at the same time. For the shop to be a rewarding place you have to think safety first. If you go along with the safety rules that is in this report the shap will be more rewarding for you than a danger. Here is some of my fourite and most important safety rules. Always wear eye protection during any operation that could endanger your eyes. This would include but not limited to operating power tools, working around running our engines, and carning botheries. Always avoid anyone who doesn't take stop safety seriously. Keep your stop organized, and returning all fools and equipment to their proper storage areas will some time to when doing a job. Never lay took, creepers, or part on the floor when they are not being used. Dress in an appropriate. Never wear loose clothing, neckties, shorts, or open-told shoes when working in the shop. Remove your rings, bracelets, necklines, watches, and other jewelry. They could get caught in the engine forms belts, drive stafts, and other rotating parts, causing serious injury. Also, button or roll up long sleeves and secure long hair; they too can get anight in spinning parts. Never carry sharp tools or parts in your pockets they can and will poncture the skin. Wear full face protection when grinding, welding, and performing other operations where severe hazards are present. Keep all guards or shields in place if the power tool has one. Ventilate the shop when fumes are present in the shop. Never stir up asbestas dust because it is a powerful and concer-causing agent. Use an enclosed vacuum system to remove as bestos dust from brake assemblies. When jacking up a vehicle do it slowly and safetly. Never work under a vehicle not supported by Jack Stands because working under a floor jack it is very unsafe. Drive slowly when in the stop area because their are other technician working and it will be very easy to have an accident. Don't smoke in the shop be cause smoking is a serious fire hazard considering fuel lines, cleaning

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT **RESPONSE SHEET - SIDE 2**

solvents, paints, and other flammables may be exposed. Bend
material safety data sheets when in doubt about any
dangers. The material safety data sheets contains
all the information needed to work safely with
bazardous material. One of the most important
rules would be to obtain a demonstration
on all equipment before you use them.
so if you oboy all of these safety rules the
work place will be a more rewarding and less
dangerous place. Just remember someone
not using safety rules right they are
a accident just waiting to happen. If you
have any questions about a safety rule
not using safety rules right they are a accident just waiting to happen. If you have any questions about a safety rule just ask your manager.
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Scenario C 05

STANDARDS

AA003 Use correct pronunciation, spelling, grammar, and syntax

AA004 Write with accuracy, brevity and clarity

EF010 Follow directions and procedures

OE001 Demonstrate compliance with manufacturers' required specifications and/or industry

standards

OE002 Identify how quality control systems influence specific transportation activities

PROMPT

During an audit of shop work orders, it was determined that 7% of repairs came back for the same problem. Your employer is concerned and wants to reduce this by 3% over the next year by developing a quality control system.

DIRECTIONS TO STUDENTS

Address a letter to your employer providing a plan for a quality control system to reduce the rate of comebacks. You need to describe where the current shop practice might need to be changed and what steps are needed to change shop practice. Be sure to format your response as a letter.

EVALUATION CRITERIA

You must score a 3 or 4 on the scenario in order to pass this portion of the assessment.

SCORING RUBRIC

4

- Thoroughly describes at least 2 areas where shop practices need to be addressed
- Provides a thorough description of at least 2 steps to improve on existing shop practices
- · Formatted as a letter
- Well organized and communicates effectively
- Few grammatical and spelling errors but they do not distract the reader

3

- Adequately describes 1-2 areas where shop practices need to be addressed
- Provides an adequate description of 1-2 steps to improve on existing shop practices
- Formatted as a letter
- Mostly well organized and communicates effectively
- · Some grammatical and spelling errors but they do not distract the reader

2

- Attempts to describe 1-2 areas where shop practices need to be addressed
- Attempts to provide a description of 1-2 steps to improve on existing shop practices
- Failed to correctly format as a letter
- Some organization and some parts are communicated effectively
- · Some grammatical and spelling errors that distract the reader

1

- Little or no attempt to describe areas where shop practices need to be addressed
- Little or no attempt to provide a description of steps to improve on existing shop practices
- Failed to format as a letter
- Limited organization and limited effective communication
- Many grammatical and spelling errors that distract the reader

KOSSA - 2005 Transportation

MULTIPLE-CHOICE DIRECTIONS

<u>Directions:</u> Each multiple-choice item is followed by four possible responses. Select the response that best answers the test item. Find the corresponding number on the answer sheet (PART I - MULTIPLE CHOICE) and use a #2 pencil to darken the circle under the letter, which is your answer to that test item. Fill in the circle completely.

Kentucky Skill Standards Assessment School Report

XXXXXX County
XXXXXXX County ATC

Total for: XXXXX County ATC	Transportation	Manufacturing	Communications	Test Name
22	9	О	7	Student Count Certificates
16	7	თ	4	Certificates
73.00%	78.00%	83.00%	57.00%	Percentage Receiving Certificates
76.43	79.71	73.20	70.08	MC Mean
71.15	73.68		60.42	Scenario Mean

1.15	3.68)O. 4 2	lean		
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22/02		đ	a rođe	Page 1 of 6	
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				Skill Standards Ro	
rams				Standard 4 – B Eu	

Kentucky Skill Standards Assessment Student Report	VVVVVV	Kentucky
Standards Assessment Student Report	•	Skill
Student Report		Standards Assessment
		Student Report

XXXXXXX County **XXXXXX County ATC**

								Transportation						Manufacturing							Communications	Test Name
XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	First Name
×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	<u>Z</u>
XXXXXX	XXXXXXX	XXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXX	XXXXXXX	XXXXXXX	XXXXXXX	Last Name
XXXXXX	XXXXXX	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXX	XXXXXX	Lith
Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No	Certificate
73	51	77	73	67	85	71	72	4 9	80	81	89	81	72	77	75	<u>68</u>	67	65	60	87	72	MC
75	50	75	75	75	100	75	75	50							75	50	75	75	25	75	50	Scenario

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Page 2 of 6

Kentucky Skill Standards Assessment School Report

XXXXXXX County
XXXXXXX County A:

XXXXXX County ATC

Total for: XXXXX County ATC	Transportation	Manufacturing	Communications	Test Name
23	თ	9	8	Student Count Certificates
17	4	œ	O 1	Certificates
73.00%	67.00%	89.00%	63.00%	Percentage Receiving Certificates
76.43	79.71	73.20	70.08	MC Mean
71.15	73.68		60.42	Scenario Mean

XXXXXX County ATC	XXXXXXX County	Kentucky Skill Standards Assessment Student Report
		it Report

								t i
Test Name	First Name	₹	Last Name	Lith	Certificate	MC		9 f o
Communications	xxxxx	×	XXXXXX	XXXXX	No	72		
	xxxxx	×	XXXXXXX	XXXXX	N _o	60	25	
	xxxxx	×	xxxxxx	XXXXXX	Yes	87	75	
	xxxxxx	×	XXXXXXX	XXXXX	N _o	60	25	
	хоооох	×	хосососх	XXXXX	N _o	65	75	
	xxxxx	×	XXXXXX	XXXXXX	N _o	67	75	
	xxxxxx	×	XXXXXXX	XXXXXX	No	68	50	
	xxxxx	×	XXXXXXX	χοσοσα	Yes	75	75	
Manufacturing	XXXXXX	×	XXXXXXX	XXXXX	Yes	77		
	хооооох	×	xxxxx	XXXXX	Yes	72		
	xxxxx	×	XXXXXXX	XXXXX	Yes	81		
	хоооосх	×	XXXXXXX	XXXXX	Yes	89		
	xxxxx	×	XXXXXXX	XXXXXX	Yes	81		
	xxxxx	×	XXXXXX	XXXXX	Yes	81		
	хоооосх	×	XXXXXX	XXXXX	Yes	89		
	хооооох	×	XXXXXXX	XXXXX	Yes	81		
	XXXXXXX	×	XXXXXX	XXXXXX	Yes	80	,	
Transportation	XXXXXXX	×	XXXXXX	XXXXX	No	49	50	
	XXXXXX	×	XXXXXXX	XXXXXX	Yes	72	75	
	xxxxx	×	XXXXXXX	XXXXXX	Yes	71	75	
	XXXXXX	×	xxxxxx	XXXXXX	Yes	85	100	
	xxxxx	×	XXXXXX	XXXXX	No	67	75	
	хохохох	×	XXXXXXX	XXXXXX	Yes	73	75	

Monday, May 16, 200_

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Page 4 of 6

Kentucky Skill Standards Assessment School Report

XXXXXX County
XXXXXXX County ATC

Total for: XXXXX County ATC	Transportation	Manufacturing	Communications	Test Name
23	1	O	6	Student Count
18	ဖ	C I	4	Certificates
77.00%	82.00%	83.00%	67.00%	Percentage Receiving Certificates
76.43	79.71	73.20	70.08	MC Mean
71.15	73.68		60.42	MC Mean Scenario Mean

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Page 5 of 6

XXXXXXX County ATC

)
Test Name	First Name	Z	Last Name	Lith	Certificate	MC	Scenario	9 fo
Communications	XXXXXXX	×	XXXXXXX	XXXXXX				9
	XXXXXXX	×	XXXXXX	XXXXXX		60	25	
	XXXXXX	×	XXXXXX	XXXXX		87	75	
	XXXXXXX	×	XXXXXXX	XXXXX		60	25	
	XXXXXXX	×	XXXXXXX	XXXXX		65	75	_
	xxxxxx	×	XXXXXX	XXXXXX		67	75	
Manufacturing	XXXXXXX	×	XXXXXX	XXXXX	Yes	77		
	XXXXXXX	×	XXXXXX	XXXXXX		72		
	XXXXXX	×	XXXXXXX	XXXXXX		81		
	XXXXXXX	×	XXXXXXX	XXXXX		89		
	XXXXXXX	×	XXXXXXX	XXXXXX		81		
	xxxxxx	×	XXXXXX	XXXXXX		81		
Transportation	XXXXXX	×	XXXXXX	XXXXX		49	50	
	XXXXXXX	×	XXXXXXX	XXXXXX		72	75	
	XXXXXXX	×	XXXXXXX	XXXXXX		71	75	
	XXXXXXXX	×	XXXXXXX	XXXXXX		85	100	
	XXXXXXX	×	XXXXXXX	XXXXXX	,	67	75	
	XXXXXX	×	XXXXXXX	XXXXX		73	75	
	XXXXXXX	×	XXXXXXX	XXXXXX	Yes	85	100	
	XXXXXX	×	XXXXXX	XXXXXX	No	67	75	
	XXXXXXX	×	XXXXXXX	XXXXX	Yes	73	75	
	XXXXXX	×	XXXXXX	XXXXX	Yes	85	100	
	XXXXXXXX	×	XXXXXXX	XXXXXX	No	67	75	

Standard 4 – B Evaluation of Programs Skill Standards Reports (2 yrs) Skill Standards Report – Improvement Page 6 of 6

Academic/Vocational areas involved:

Math/Construction Technology; also received assistance from Geography, Science and Drafting

Suggested time needed to complete the activity:

1 semester - Current year

Academic Teacher

Vocational Teacher

Name:

Debbie Thompson, Math

Tim Kelley, Construction Tech

Address: Oldham County High

P. O. Box 187

Buckner, KY 40010

Oldham County P. O. Box 127

Buckner, KY 40010

Phone:

502-222-9461

502-222-0131

KERA Academic Expectations addressed by this activity:

1.1, 1.3, 1.6, 1.7, 1.8, 1.9, 1.16, 2.3, 2.4, 2.8, 2.9, 2.10, 2.19, 2.20, 4.2, 5.1, 5.4, 5.5, 6.1, 6.2, 6.3

Description of Activity:

The purpose of this activity was to construct an object for the community or a non-profit organization. The teachers with approval from the local board of education and the administration decided to build a bridge across a creek seven feet wide for walkers and runners in the Oldham County Park. Prior to the construction of this bridge, a broken wood pallet had served as the bridge. The following steps were implemented to complete this project:

- 1) In early October, the math and construction teachers met with the geography, science and drafting teachers to discuss the activity, timelines and specific roles. (1 day)
- 2) In November all students involved in the project visited the bridge site to see first-hand the need for the bridge and to plan how to accomplish the task. (1 day)

- 3) In December, the geography class researched bridges and designs that existed in Oldham Co. and write their proposal of the type of bridge that should be built. The chemistry class investigated the chemicals in treated lumber and wrote an MSDS sheet on those chemicals. The teachers involved in the project met and reviewed the proposals and selected a design. (3 weeks for each class)
- 4) In January, the math class visited the site to get measurements to give to the Drafting class. The Drafting class then developed the blueprints based on the design from the Geography class and the measurements from the math class. (3 weeks)
- 5) In February, the math class determined the quantity and size of materials and developed a list of products needed to build the bridge. (2 weeks)
- In March, the construction class wrote a bid sheet for the list of materials and gave it to the individual responsible for purchasing. (1 week)
- 7) In April, the math and construction classes marked the exact location of the bridge. (1 day)
- 8) In May, the construction class constructed the bridge in class and transported it to the site. (2 weeks)

Each of the classes established the following tasks in the completion of the bridge:

Geography Class

Students will work in teams to research the styles and uses of the bridge. Each team will sketch or develop a model of their proposed style and write a proposal describing the use and design of their model.

Chemistry Class

Students will be asked to research the safety impact of the project on the workers involved or the environmental impact of the project. They will research the hazardous chemicals used on treated lumber and develop a Materials Safety Data Sheet (MSDS) for the construction technology.

Drafting Class

Given the selected sketch of the project, the students were asked to draw blueprints to scale.

Math Class

Math students had four responsibilities to the project. They were assigned to visit the site and take measurements for the geography students to use in writing their proposals. Once the proposals were written, they read each proposal and selected three to be considered by the team of teachers. When the drafting students completed the blueprints, they developed a materials list for ordering. Prior to the construction of the bridge they assisted the construction technology class in marking the on-site location with stakes.

Construction Technology Class

The students in the construction class prepared the order/bid sheet for materials. They confirmed and used the information provided by the math class. Prior to construction, they worked with the math class in marking the on-site location of the bridge with stakes. Once materials were available, they constructed the bridge according to the blueprint and transported and set it up at the site.

STANDARD 6



EASTSIDE QUARTERLY

October 200

FAYETTE COUNTY PUBLIC SCHOOLS

Volume7, Issue 1

"It's About Kids"

INSIDE THIS ISSUE:

1st Awards Ceremony	2
Awards Ceremony, continued	3
Superintendent Inducted into National Technical Honor Society	4
The Student's Voice and National SkillsUSA Results	5
Meet Eastside's Newest Additions	6
Kentucky Skill Standards Certifications	7
Students Eligible to Win Truck	8

MARK YOUR CALENDAR:

- ◆ October 11-13 SkillsUSA Kentucky Leadership Training Institute in Louisville
- ◆ October 25 —Fall Open House at Eastside from 4:00 to 8:00 p.m.
- ♦ November 2 Election Day (No School)
- ♦ November 10 Second Awards Ceremony

Eastside Technical Center's Automotive Technology Program Earns State and National Recognition

Eastside Technical Center's Automotive Technology

Program reaps the rewards of hard work and dedication to student achievement. The program recently was named the state winner of the Automotive Industry Planning Council (AIPC) Award of Excellence. In addition to earning this prestigious state recognition, Eastside's Automotive Technology Program placed sixth in the nation.

The AIPC, an advisory group comprised of industry leaders, educators and educational policy makers, upholds a mission of promoting excellence in automotive service training programs. Congratulations to Eastside's Automotive Technology teachers ~ Mr. Greg Jones,

Mr. Thomas Martin, and Mr. Bobby Riddle ~ for their



EASTSIDE AUTOMOTIVE TECHNOLOGY TEACHER MR. TOM MARTIN TEACHES MATTHEW VEST THE HIGH ENERGY IGNI-TION SYSTEM.

outstanding service to the 200 students they teach each

Jones, Martin, and Riddle were recognized by AIPC for their excellent instruction of the curriculum in automotive electrical systems, brakes, climate control, computer control systems, emission systems, fuel ignition sys-

tems, and steering and suspension. As they strive to continually enhance their instruction, these teachers also collaborate with Mrs. Carole Harbison, East-side's reading specialist, as well as with Eastside's English and mathematics teachers, Mrs. Meredith Reed and Mr. Chris Rakes

Upon hearing about the AIPC award, Joseph Hampton, a second-year Automotive Technology student and recent graduate of the Automotive Youth

student and recent graduate of the Automotive Youth Educational Systems (AYES) summer mentorship program, remarked, "It shows that we really do work hard."

Continued on page 4.

Eastside's FFA Kicks Off New School Year

With State Fair Honors

Members of Eastside's FFA chapter attended the Kentucky State Fair on August 13, 2004, to participate in the Floriculture and Nursery Judging Contests. The Floriculture team placed third out of 23 teams from across the state.

Congratulations to the following students for their outstanding performance: Sarah Bishop, Jeremy Honican, Jennifer Smith, and Mandy Whittington.

In addition to the Floriculture team's honor, Jennifer Smith and Jeremy Honican also received recognition for their individual work. Jennifer won seventh place high individual out of 100 other FFA members who participated

in the Floriculture Judging Contest. Jeremy scored in the top five for his flower arrangement in the practi-



EASTSIDE FFA MEMBERS PROUDLY DISPLAY THEIR AWARDS.

in the Floriculture Judging cum section of the Floricul-Contest. Jeremy scored in ture Contest.

Continued on page 4

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Eastside's Outstanding Students

1st Awards Ceremony

The following recipients from the morning and afternoon classes received certificates and refreshments for being named outstanding students during the first grading period.

Automotive Technology I: Brandon Benson & Victoria Tucker

Automotive Technology II: David Froschauer & Zachary Warmouth

Automotive Technology III: Joseph Hampton & Walter Frazier

Collision Repair: Thomas Lightfoot & Hamid Noorani

Diesel Mechanics: Shawn Richardson & Marshall Wilson

Advanced Computer Networking: Christopher Malais & Robert Ford

Computer Systems Technology/Telecommunications: Josh Powell & Steven Whitmyer

Health & Medical Sciences: Ashley McCoy & LaRoyia Webb

Horticulture: Tami Ramirez & Matthew Hyder

English IV and English III: Joseph Hampton & Adam N. Mullins

Geometry and Algebra II: Marco Chopin & Nora Back

Honor Roll

The following students earned grades of 92% or higher for the first six-week grading period.

Automotive Technology I: Stephanie Armstrong, Brandon Benson, Edward Bradshaw, Eric Chavarria, William Coyle, Michael Hume, James Levenson, Jordan Mercer, Michael Mills, Heather Orme, Cory Shamblen, Rachel Snowden, Kevin Stevens, Shannon Stevens, Shain Stewart, Sapira Storie, Joshua Sutherland, Benjamin Vernon, Michael Vest, Peter Viox, Stephon Walker, Phillip Watkins, Lauren Womack, Brandon Bailey, Brandon Daly, Jared Distler, Daniel Gruber, David Hampton, Robert Holleran, Chad Hundley, Aaron Leach, Anthony Pierre, David Pulliam, Desi Ribera, Heather Richardson, Shawn Smith, Victoria Tucker, Cody Walden, Bradley Williamson, Anthony Woodruff, Amanda Wright, William Wright, and Jerome Young.

Automotive Technology II: Josh Coomer, Shaun Garner, Joshua Hacker, William Phillips, Victor Saunier, Stacy Stipp, Dayle Welch, Alex Eslinger, David Froschauer, James Hensley, Natalie Rapchak, Casey Stivender, James Hurt, Sean Rosenberg, Buddy Stamper, Glenn Bussell, Brandon Darnell, Zack Dayton, Kyle Guelda, Kurt Johnson, Scott Moore, Demorus Rayford, Josh Redmon, and Zack Warmouth.

Automotive Technology III: Heather Brewer, Joseph Hampton, Brandon Harris, Adam Speigle, Matthew Spurling, Daniel Wafford, Isaac Burgess, Phillip Dooley, Scott Jacobs, Josh James, Eric Koenig, Matt Ryburn, John Clay, David Conn, Walter Frazier, James Holt, Andrew Spurr, Jacob Bernstiel, James Edmonson, Nicholas Hamm, Andrew Jackson, Ryan Janow, Russell Jolly, Paul Jones, Brandon Kidwell, Silas Logsdon, Chad McDaniel, and Kegan McNamee.

Collision Repair: Dalton Fuller, Matthew Jay, Douglas Laloge, Thomas Lightfoot, Joshua McDonald, Miguel Mesa, James Thompson, Anthony Thurman, Alex Eslinger, Michael Given,



OUTSTANDING STUDENTS FROM THE MORNING SESSION

EACH OF THESE

OUTSTANDING

STUDENTS IS

ELIGIBLE TO WIN A

TRUCK AT THE END

OF THE YEAR.



OUTSTANDING STUDENTS FROM THE AFTERNOON SESSION

1st Awards Ceremony

Anthony Ginter, Shane Graves, Clinton Mullins, Stacy Stipp, Jonathan Burke, and Joseph Stupnicki

<u>Diesel Technology</u>: Andrew Brinegar, Katrina Tyree, Enoch Briscoe, Joshua Grimes, Rachel O'Hair, Kelly Workman, Samantha Tingle, Corie Speake, Wesley Sparks, Michael Shouse, Shawn Richardson, Adam Mullins, Charles Bobrowski, Savannah Adams, Marshall Wilson, Amanda Baker, Russell Saunier, Andrew Forbes, Mary Hollon, Justin Haydon, Stephen Harper, Ashley Hicks, Rebecca Creech, Drake Mondelli, Ashlyn Bidwell, and Jacob Pennington.

Advanced Computer Networking: Alex Herring, Christopher Malais, Lonnie Combs, Oscar Herrera, Cory Bush, Jonah Elam, Robert Ford, Fredric Henderson, and Brandon Hetman.

<u>Computer Systems Technology/Telecommunications</u>: Marco Chopin, Jose Hernandez, James Haertel, Scott Highland, Zachary Hiler, Joshua Powell, Jenny Romero, Michael Showalter, Jeffrey Winfield, David Honaker, Charles McIntyre, Andrew Mendes, Randy Mitchell, Melanie Schmidt, Alexander Lawson, Matthew Warner, and Steven Whitmyer.

<u>Health & Medical Sciences</u>: Whitney Butcher, Alshey McCoy, Courtney Berryman, Morgan Kelly, LaRoyia Webb, Heather Green, Allisha Grey, Satin Connor, Shamyra Scruggs, Nyesha Pope, Esperricha Caise, Ashley Wilson, and Brittany Lark.

Horticulture: Crystal Davis, A.J. Garrett, Mary Sexton, Brian Vasiloff, Joshua Blackburn, Amanda Whittington, Matthew Hyder, Ken Ferguson, Katherine Carter, Jeremy Honican, and Shelia Pemberton.

English III & IV: Brandon Benson, Heather Brewer, Joshua Hacker, Alex Herring, Chris Phillips, Joseph Hampton, Chris Malais, Cory Shamblen, Vernita Hill, Adam Mullins, Alex Eslinger, Daniel Gruber, and Tyler Warner.

<u>Geometry & Algebra II</u>: Erin Chenault, Marco Chopin, Heather Coy, Shaun Garner, Peter Viox, Daniel Wafford, Michael Hume, Charles McIntyre, Josh Redmon, Zack Warmouth, and Amanda Whittington.

Perfect Attendance

Brian Riffe, Lonnie Combs, Oscar Herrera, Cory Bradshaw, Heather Brewer, Camron Cafego, Joseph Hampton, Brandon Harris, Matthew Spurling, Eric Koeing, Adam Speigle, Daniel Wafford, Phillip Dooley, Scott Jacobs, Matthew Jay, Douglas Laloge, Thomas Lightfoot, Joshua McDonald, Miguel Mesa, James Thompson, Josh Coomer, Joshua Hacker, William Phillips, Stacy Stipp, Victor Saunier, Brian Troy, David Froshauer, Casey Stivender, Alex Eslinger, Jacob Nash, Enoch Briscoe, Rachel O'Hair, Jacob Allen, Andrew Brinegar, Joshua Grimes, Corie Speake, Michael Shouse, Marshall Williams, Shawn Richardson, Stephanie Armstrong, Brandon Benson, Edward Bradshaw, Eric Chavarria, Cory Shamblen, Jordan Mercer, Kevin Stevens, Saprina Storie, Benjamin Vernon, Phillip Watkins, Marco Chopin, Michelle Garrett, James Haertel, Jose Hernandez, Scott Highland, Joshua Powell, Daniel Rendon, Jenny Romero, Donalco Saunders, Michael Showalter, Jeffrey Winfield, Brittany Bingham, Andrea Fultz, Matthew Perkins, Jacqueline Worley, Andre Garrett, Charlene Rogers, Brandon Sharp, David Conn, Christopher Durman, Andrew Spurr, Jacob Bernstiel, Paul Jones, Brandon Kidwell, Silas Logsdon, Chad McDaniel, Michael Gilven, Anthony Ginter, Shane Graves, Clinton Mullins, Jonathan Burke, Joseph Stupnicki, Ashlyn Bidwell, Charles Barbrowski, Joshua Evans, Rebecca Creech, Ashley Hicks, Mary Hollon, Jason McMillen, Jacob Pennington, Quintin Wingate, Anthony Purcell, Pete Hobgood, David Paucar, James Hurt, Vincent Cardararo, Zack Dayton, Sean Rosenberg, Buddy Stamper, Chris Forker, Kyle Guelda, Scott Moore, Demorus Rayford, Josh Redmon, Zack Warmouth, Corey Bush, Robert Ford, Justin Hauber, Joseph Roger, Joseph Scouten, Jason Wedlund, Brandon Daly, David Hampton, Robert Holleran, Aaron Leach, Sam Niehaus, David Pulliam, Desi Ribera, Shawn Smith, Victoria Tucker, Cody Walden, Bradley Williamson, William Wright, Jerome Young, Spencer Hamilton, James Hicks, Donald Honaker, Andrew Mendes, Randy Mitchell, Melanie Schmidt, Steven Whitmyer, Joseph Woods, Amanda Dietz, Sherina Simpao, LaRoyia Webb, Joshua Blackburn, Katherine Carter, Shelia Pemberton, Nora Back, Kailey Honaker, and James Holt.



MR. O'HARA EXPLAINS TO STUDENTS THE SCHOLARSHIP OPPORTUNITIES AVAILABLE FOR STUDENTS WHO EXCEL IN THEIR CLASSES

STUDENTS WHO

EARN OUTSTANDING

STUDENT, HONOR

ROLL AND PERFECT

ATTENDANCE ARE

THE BEST OF THE

BEST AT EASTSIDE.



SEE ARTICLE ON PAGE 8 FOR DETAILS ABOUT WINNING THIS NISSAN TRUCK.



MR. O'HARA RECOGNIZES MR. SILBERMAN AS AN HONORARY MEMBER OF EASTSIDE'S NATIONAL TECHNICAL HONOR SOCIETY.

"EXCELLENCE IN
AMERICA'S
WORKFORCE
BEGINS WITH
EXCELLENCE IN
WORKFORCE
EDUCATION."



Superintendent Silberman First Member of Eastside's National Technical Honor Society

The start of the 2004-2005 school year has brought about many new and exciting changes not only at Eastside but also to the entire Fayette Public School System.

On August 11th, Eastside's staff, students, and industry advisory committee celebrated two of our greatest additions at the fall advisory luncheon. Stu Silberman, our new superintendent, visited the school and was inducted into Eastside's new National Technical

Honor Society chapter as its first member.

Mr. Silberman brightened the day as he made time in his hectic schedule to attend the luncheon on our first day back from summer break. East-side's staff was thrilled to meet the new leader and let him tour the building. Mr. Silberman commented on the positive atmosphere at Eastside, which he added to as he joined several students at lunch and engaged them in friendly conversation.

Although Mr. Silberman is the first honorary member of East-side's National Technical Honor Society, we hope many students will join so they may receive the recognition they deserve for their academic excellence.

Students interested in being members of National Technical Honor Society may stop by the counseling office to obtain more information from Mrs.

Automotive Technology, continued

According to Mr. Riddle, "Our success has come from teamwork throughout the entire school and a continual growth process over the past five years." This type of dedi-

cation and collaboration is what prepares Eastside's students to be the leaders of the future.

The AIPC Award of Excellence will be presented to the teachers in December at the Association for Career and Technical Education's annual convention in Las Vegas.

FFA, continued

Another Eastside team competed in the Nursery Judging Contest at the Fair. Congratulations are due to Nathan Browning, Scott Cooper, Heather Coy, and Ken Ferguson for earning a superior rating.

On July 27, these FFA members attended the Eastern Kentucky University Field Day. Both the Floriculture and the Nursery teams rated superior. The EKU contests are designed as practice and preparation for the Kentucky State Fair contests.

Mrs. Day is proud of all of the FFA members who represented Eastside in such an outstanding manner.

Another important update to report is that FFA members

April Hermosillo and Nora Back spent a week at the Kentucky FFA Leadership Training Center in Hardinsburg, Kentucky. Traveling with Mrs. Day, the students spent the week with 275 other FFA members from across the state learning about chapter operations, officer duties, and public speaking skills.

2004-2005 FFA Chapter Officers

President: Scott Cooper & Brandon Buie (am); Mandy Whittington (pm)

Vice President: Brian Vasiloff (am); Matt Hyder (pm) Secretary: Alison Banford (am); Jeremy Honican (pm) Treasurer: Tami Ramirez (am); Nora Back (pm)

Reporter: Heather Coy (am); April Hermosillo (pm) Sentinel: Joseph Schlaak (am); Tanya Graham (pm)

Advisor: Kathy Day

Eastside's SkillsUSA Continues Tradition of Excellence

Over the summer, eight students from Eastside Technical Center competed in the Skills USA National Competition in Kansas City, Missouri.

Continuing a tradition of excellence, these students not only represented Eastside's SkillsUSA chapter but they also served as representatives for the state of Kentucky. The students and staff at Eastside are proud of their commitment to keeping our Skills USA chapter number one in the state.

Each year, secondary and post-secondary students from around the country, Guam, Puerto Rico, and the Virgin Islands come to Kansas City to showcase their skills in leadership and technical competitions.

But that's not all that goes on. During this event-packed week, students attend a career fair where they network with business and industry leaders from all over the United States. In addition to the career fair, students and advisors attend Skills University, a

series of educational sessions scheduled throughout the week that focus on professional development, legislative updates, and occupational and technical career trends and program overviews.

Eastside is proud of its students for their successes at the SkillsUSA National Competition and wishes to thank the students, staff members, and Eastside SkillsUSA chapter advisors for all of the hard work, sacrifice, and support it took to be national winners.



MR. BOONE POSES WITH EASTSIDE STU-DENTS AT THE SKILLSUSA NATIONAL COMPE-TITION IN KANSAS CITY, MISSOURI.

Eastside's SkillsUSA National Winners

Justin Fain: Telecommunications Cabling, 9th place Loren Gray: Extemporaneous Speaking, 10th place John Kiffmeyer: Internetworking, 25th place

Stephen Harper: Diesel Technology, 18th place **Giovanni Freda**: Related Technical Math, 15th place

Jason Turner: Building Maintenance, 9th place

Brian Wright: Job Skill Demonstration B, 12th place

Zac Hiler: National Courtesy Corps

Adam Kautzmann: National Courtesy Corps

PARTICIPATION IN
SKILLSUSA BUYS
YOU A GREATER
SENSE OF SELF
PRIDE AND

RESPECT FROM

YOUR PEERS.

What Can You Buy for \$12? By Stephen Harper

What is twelve dollars worth to you? That might buy you lunch for a couple days, right? So why bother giving it to your school to be some part of a stupid club?

To be blunt, if I may, I will tell you what those twelve dollars are worth to me. For those who do not know, I was the first student from Eastside to go to the SkillsUSA National Competition for diesel technology. Sounds important, right? Well, you have no idea how important it is to me, and to my school.

For twelve dollars, I acquired stays at different hotel rooms for about 15 nights. I bought over three hundred dollars worth of meals on these trips for those twelve dollars. I purchased many great experiences that I will never forget with that substantial amount of money. And when you think about it, the \$35,000 I received in scholarships might not be worth that great lunch at McDonalds, but I have had enough double cheeseburgers in my day.

The knowledge I have obtained is immeasurable. But, most importantly, I have purchased pride in myself, and respect from my peers and teachers. Did you even know that Eastside pays twelve dollars for you to join, else it would be twenty-four. You have to make that initiative. All it takes is eating school lunch for a couple days (Heaven forbid!) and a little hard work, and I might see you in Kansas City this year.



STEPHEN HARPER IS A SECOND-YEAR STUDENT IN DIESEL TECHNOLOGY AND A SENIOR AT TATES CREEK HIGH SCHOOL.

EASTSIDE IS PLEASED TO WEL-COME MRS. JOHNETTA GRANT AS ITS NEW GUIDANCE COUNSELOR.

ATTENTION JUNIORS AND SENIORS: SEE MRS. GRANT FOR MATERIALS ON COLLEGES AND ENTRANCE EXAM REGISTRATION.



MR. ZACHARY FREEMAN HAS JOINED EASTSIDE'S STAFF AS THE MATHEMATICS INSTRUCTOR.

Counseling Office Offers Help Choosing the Right College

Eastside Technical Center is pleased to announce that Mrs. Johnetta Grant has joined its staff as the guidance counselor. Having twelve years of counseling experience, Mrs. Grant brings a wealth of knowledge and expertise to Eastside and its students. She spent ten years as a high school counselor, most recently at Paul Laurence Dunbar High School, before coming to Eastside.

Mrs. Grant is available to meet with students at any time to discuss issues ranging from personal problems to planning for post-secondary education. Currently, new college materials are arriving in the counseling office such as applications, view books, and course directories. Mrs. Grant also has books students can use to research specific information on numerous colleges such as scholarship opportunities and tips for writing effective college entrance essays.

In addition to all of these resources, students will also find registration materials for college entrance exams such as ACT, SAT, and Compass. Students who need assistance in completing the process for applying for financial aid and scholarships are encouraged to make an appointment with Mrs. Grant. She would like to speak with all seniors to discuss their post-secondary plans.

On the horizon is a workshop to discuss the federal financial aid form, FAFSA, as well as a planning guide geared toward graduating students. Please feel free to stop in and meet Mrs. Grant.

Eastside Welcomes New Mathematics Teacher

Mr. Zachary Freeman joined the Eastside staff this year as the new mathematics teacher. The following interview questions should help you get to know him a little bit better.

Q: Where did you grow up?

A: I grew up in Montgomery, Alabama, and I lived there until I moved to Lexington at the age of 18 to attend the University of Kentucky.

Q: Tell us about your work

and education background:

A: I hold a bachelor of fine arts degree in Theatre and a bachelor of arts in Mathematics Education. I am currently pursuing my master's degree in education at the University of Kentucky. Prior to gaining my math degree, I spent 5 years working in the information technology field at Britannica.com and at Lexinark International.

Q: Why did you choose to

become a teacher?

A: My mother and sister are both teachers. Their passion and enthusiasm for teaching were huge factors in my decision to become a teacher.

Q: What are your hobbies and interests?

A: In enjoy cycling, running (mostly it's just jogging these days), snowboarding, and traveling to major league baseball parks.

Eastside's Staff:

Administration: Francis O'Hara, principal; Johnetta Grant, guidance counselor

Health & Medical Sciences: Nancy Jackson, Linda Keller

Horticulture: Kathy Day

<u>Information Technology</u>: Pat Boone, Computer Systems Technology and Telecommunications; Sky Hedman, Advanced Computer Networking

<u>Transportation Technology</u>: Tom Martin, Automotive Technology I; Bobby Riddle, Automotive Technology II; Greg Jones, Automotive Technology III; Buddy Griffin, Collision Repair; Jay O'Hair, Diesel Technology

English: Meredith Reed, English III & IV

Mathematics: Zachary Freeman, Algebra I, Introduction to Algebra part II, Geometry, Algebra II

Academic Resource Specialist: Carole Harbison

Technical Liaison: Tom Kilgore

Principal's Secretary: Patricia Napier

Clerical Assistant: Ruth Ann Willis

Maintenance: Jim Blanton

CORRECTION: Kentucky Skill Standards Certificates Awarded to 66 Eastside Students

Readers of Eastside Quarterly probably remember its cover story from the last issue. We were pleased to announce that 46 Eastside students passed the Kentucky Occupational Skill Standards Assessment. That was a 24% increase from the 3 school year.

What we did not know when that last issue of our newsletter was published is that an additional 20 students from East-side had also passed the test. The Kentucky Department of Education discovered an error in the scoring and reporting of skill standards scenarios and immediately notified our school.

Congratulation are in order to the following students for their success in earning Kentucky Skill Standards Certifica-

Communications:

Josh Morris, Zachary Yeary, Jeremy Robinson, Michael Robinson, Aaron Campbell, Nathan Gary, Benjamin Blackwell, James Logan, Zachary Garten, Edward Aldrich, Jun Zheng, Justin Gaffney, Kyle Johnson, Tyson Withrow, Andy Curry, Jerry Meriwether, Kailey Honaker, Alexander Lawson, and John Binder

Horticulture:

Sarah Bishop

AYES Mentor Program a Cornerstone in Technical Education

Classes are in full swing here at Eastside, and a newfound sense of professionalism and leadership is evident among many automotive technology students.

The strong partnership between Eastside's instructors and mentors from local dealerships and shops that has developed over the past five years is a cornerstone for student education in the Automotive Technology classes. Several veteran and four new industry mentors teamed up with instructors Greg Jones, Thomas Martin, and Bobby Riddle to raise the Automotive Youth Educational Systems (AYES) program to new heights.

The students who participated in the AYES summer mentorship program returned to Eastside this fall as second-year students. Many of them participate in cooperative education throughout the day, which allows them to continue working at their summer placements.

Mr. Jones, Mr. Martin, and Mr. Riddle all agree that the self-confidence the AYES students gained through their summer experiences is evident in their course work and helps motivate the first-year students to excel. Mr. Riddle also noted, "Each year it seems the returning students are the best ever. This year is certainly no exception."

During Eastside's Business and Industry Advisory Luncheon in August, the following students were honored for their participation in the AYES summer program: Chris Dye, Daniel Gruber, Joseph Hampton, Pete Hobgood, James Holt, James Hurt, Peter Viox, Matt Wheeler, and Aaron White.

Mentors from local dealerships and shops were also recognized for their support: Michael Phillips of Paul Miller Ford, Bobby Osborne of Freedom Dodge, Vince Newsome of Quantrell Cadillac, Huey Jones of Don Jacobs Honda, Calvert Faust of Complete Automotive, Cecil Francis of Thoroughbred Chevrolet, Allen Labiondo and Fred Tolson of Green's Toyota, and Kenny Baker of Oldham's Subaru.

Eastside's students and teachers offer a sincere thanks to all involved to make school-to-work mentoring a cornerstone of education.



DAVID MILLER WAS THE FIRST EAST-SIDE STUDENT TO EARN KENTUCKY SKILL STANDARDS CERTIFICATION FOR PRE-ENGINEERING.

THE SELFCONFIDENCE
STUDENTS GAINED
IN AYES SUMMER
MENTOR PROGRAM
IS EVIDENT IN THEIR
COURSE WORK.



MR. O'HARA AND DR. WILLIAMS RECOGNIZED STUDENTS FROM THE AYES MENTOR PROGRAM.

EASTSIDE QUARTERLY

TOP INTO THIS A GREET OF

Fayette County Public Schools

Eastside Technical Center 2208 Liberty Road Lexington, KY 40509

> Phone: 859-381-3740 Fax: 859-381-3747 www.eastside.fayette.k12.ky.us



Truck Raffle To Reward One Eastside Student for a Year of Hard Work

Thanks to Charles and Marian Keesy, one Eastside student will be lucky enough to win a truck this year as a reward # for his or her hard work in school. In 2003, Mr. and Mrs. Keesy, parents of 2004 Eastside graduate Zachary Keesy, donated a red 1997 Nissan pickup truck to Eastside's SkillsUSA chapter. After five years of faithful service, the truck developed engine problems and was in need of repair. That's when the Keesy family elected to donate the vehicle for Eastside's Transportation Department to use it for training purposes.

Mr. Jones took advantage of the Keesy's generous donation and put his Automotive Technology II students to work on the truck. Having this truck to work on allows the students to apply the Kentucky Tech Curriculum they study to a realworld situation. Mr. Jones' students diagnosed the engine failure and found coolant



ONE HARDWORKING EASTSIDE STUDENT WILL WIN THIS 1997 NISSAN TRUCK AT THE END OF THE YEAR.

leaking between the cylinder block. With Mr. Jones' help and the knowledge they gained in class, students disassembled the engine to determine the cause of the problem – the cylinder head gasket was blown on number 4 cylinder.

After much work, the students assembled the engine to fac-

tory specifications and rebuilt the starter. Thanks to the students in Mr. Jones' class,

the low mileage truck now

At the awards ceremony in May, a drawing will be held to determine the winner of the 1997 Nissan truck. For entry in the drawing, students must receive either perfect attendance and honor roll for a six-week period or be selected as outstanding student during a grading period. Students who receive both perfect attendance and honor roll will get their names entered once in the drawing, while students who are named outstanding student for their class will get their names entered twice.

Central Area Technology Center

Annual Awards and Recognition

Central High School May 18, 200_ 9 - 11 a.m.

Welcome Paul Head, Principal

Presentation of Awards

Automotive Technology Frank Carr

Nancy Day Kathy Jackson Tom Links Chris Riddle Beth Thompson Francis Willis

Carpentry Bill Carpenter

Ruth Boone
Pat Griffin
Janelle Harbison
Annie Hedman
Larry Lacy
Rodney Small

Health Sciences Dolores Hart

Mac Howard Ann Risk Carole Shook Wayne Stivers Melissa Sutton Karen Wilson

Information Technology Mega Hearst

Steve Austin Stephen Ball Chip Bird Dave Smith Karla Staley

Welding Technology Joe Torch

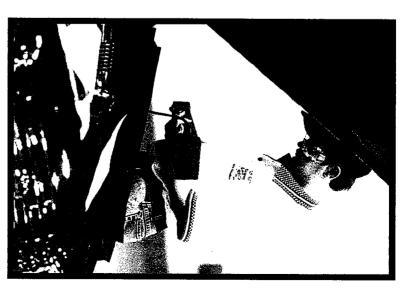
Brent McMillen Gregg Morgan David Morris Brent Sherwood Randy Swann

200_ Ford/AAA Student Auto Skills State Finals The Competition











Standard 6 - D Student Recognition By Business and Industry





April 23, 200__

First Place:
J.D. Patton ATC





Student Spotlight

computer aided drafting course with Instructor Chris Hoffman. technology student under the direction of Instructor Mitch Cundiff at the Russellville ATC. He has also completed the Chad is a senior at Todd County High School and a machine tool

tool classes as well as technical drafting, a field in which he placed first in the Regional/State SkillsUSA competition in 2004. In his third year at the ATC, Chad has excelled in his machine

while enrolled as a drafting student and does a great deal of Communications (drafting). has completed his certification for Skills Standards Assessment in project work in machine tool for friends and other programs. He Chad completed several drafting projects for other programs

admirable students that I have met in my ten years as an at the first attempt. He is a multi-faceted young man who can solution, and fabricate any mechanism that will perform flawlessly talents is the gift of being able to identify the problem, design the instructor. He is an example for all of us." master any concept put before him at will. He is one of the most "Chad is an engineering prodigy," says Cundiff. "One of his many

of what a good student we have gained every time I am there. student," said Russellville ATC Principal Don Evans. "Everyone from predict a bright future for Chad in whatever field he chooses." his home high school thinks very highly of him and they remind me "It has been a real pleasure to watch Chad grow as a technical

Machining," says Chad "I plan to attend college and get an associate degree in CNC



Chad Brown
Student Spotlight #12
February 18, 2005

STANDARD 7



EDUCATION CABINET Central Office School



Technical Education

Cluster: Transportation

Course Sequence

Career Major: Automotive Technology

9th

SECONDARY PLAN

12th

ACADEMIC CORE

 10^{th}

English I	English II	English III	English IV
Algebra I	Geometry	Math Elective	
Science	Science	Health & PE	Science
Social Studies	History	Social Studies	Social Studies
	Art Appreciation		

TECHNICAL CORE

*BA 120 Personal Finance	AUT 110 & 111Brake	AUT 160 & 161 Suspension	ADX 120 & 121 Auto
(.5)	Systems ¹	& Steering ³	Electricity
*WPP 200 Workplace	ADX 170 &171 Air	AUT 180 & 181 Auto	ADX 260 & 261 Electrical
Principles (.5)	Conditioning ²	Trans/Transaxle	Systems ⁵
*CIS 100 Intro to Computers		AUT 130 & 131 Manual	*AUT 199 Coop or AUT
(.5)		Transmissions ⁴	198 Practicum

^{*} Elective

NONDUPLICATED POSTSECONDARY PLAN

Freshman		Sophomore		Junior	Senior
ADX 150 Engine Repair	(3)	COE 299 Cooperative Ed	(1)		
ADX 151 Eng Rep Lab	(2)	CIS 100 Intro to Compute	ers (3) ⁶		
AUT 140 Fuel & Ignition	(3)	Social Interaction	(3)		
AUT 141 Fuel & Ign lab	(2)	Heritage/Humanities	(3)		
Math	(3)	Oral Communication	(3)7		
Writing	(3)				
AUT 142 Emission Sys	(3)				
AUT 143 Emission Lab	(2)				
AUT 240 Ctl Sys & Di	(3)				
AUT 241 Ctl SysDi Lab	(2)		•		
Science	(3)			1	

⁶Automotive Technician Diploma completed.



¹Automotive Specialty Technician – Brake Repairer O*Net completed.

²Automotive Specialty Technician – Air Conditioning Mechanic O*Net completed.

³Automotive Specialty Technician - Front End Mechanic O*Net completed.

⁴Automotive Specialty Technician – Transmission/Transaxle Technician O*Net and career major completed.

⁵Ground Transportation Electrician O*Net completed.

⁷Associate Degree in Applied Science - Automotive Technology completed.

DUAL CREDIT AGREEMENT BETWEEN

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE And THE LEWIS COUNTY BOARD OF EDUCATION

In an effort to provide a seamless path of education and training for students in the Maysville Community & Technical College service area, Maysville Community & Technical College and the Lewis County Board of Education have agreed to cooperate in a district-wide initiative to provide a seamless educational path for our students.

The agreement is designed to benefit only secondary students. Upon enrollment at Maysville Community & Technical College (MCTC), a student who has successfully completed one or more dual credit courses will have the option of completing his/her college program in less time.

- 1. Foster Meade Career and Technical Center will teach KCTCS curricula for all dual credit courses.
- 2. The Lewis County students will have KCTCS course titles posted to their MCTC transcript regardless of the title of their high school class.
- 3. Teachers in Lewis County School District will meet KCTCS and SACS standards and teaching qualifications and will submit the following to Maysville Community & Technical College
 - a. An official transcript from all colleges attended for each instructor.
 - b. A current vita/resume/application showing all their teaching and work experience.
 - c. A copy of each Lewis County/KCTCS course curriculum that is being taught.
 - d. A listing of all programs that contain possible course offerings and the identification of which of the courses that can be taught for dual credit in each program.
 - e. An official MCTC syllabi will be prepared for each dual credit course. One copy will be submitted to the Dean of Academic Affairs and individual copies will be given to students enrolled in dual credit courses.
- 4. A student must receive a grade of "A" or "B" to successfully complete the course for dual credit. Other enrolled students will receive an audit grade for the course.
- 5. Staff from Foster Meade Career and Technical Center together with the staff from Maysville Community & Technical College will be responsible for enrolling secondary students in dual credit classes.

- a. The Foster Meade Career and Technical Center staff will be responsible for obtaining parental permission for release of grades if necessary to Maysville Community & Technical College.
- b. The Foster Meade Career and Technical Center staff will assist students in completing the on-line application and registration form.
- c. The Maysville Community & Technical College Registrar will complete the college enrollment process once the electronic forms are received.
- d. No tuition will be charged as long as the student is enrolled in Foster Meade Career and Technical Center.
- e. Students must be at the high school level of Junior or above in the Lewis County School System to be eligible to participate in this dual credit arrangement. Enrollment and dual credit will be based on consent of the classroom instructor.
- 6. At the end of each semester the Foster Meade Career and Technical Center Principal or his/her designee will be responsible for submitting grades to the Registrar of Maysville Community & Technical College. A class roster will be given to each instructor near the end of the course on which the instructor will submit grades and return to the MCC Registrar within 48 hours of the end of the class.
- 7. A student who completes his/her coursework from Foster Meade Career and Technical Center and who fails to enroll at Maysville Community & Technical College within five years of his/her graduation date may be required to repeat a dual credit course if technology has changed within that time period.

This agreement shall remain in effect until one or both parties decide to annul the agreement. The addendum of courses must be reviewed each August to ensure that current course offerings have been cross-referenced with the course expectations, skills and competencies to the satisfaction of both parties agreeing to this document.

both parties agreeing to this document.	
Stanting allen	10-16-0
Principal, Foster Meade Career and Technical Center	Date Current
Superintendent, Lewis County School System	10/18/Eurrout
Chief Academic Officer, Maysville Community & Technical College	11-21- Curent
President, Maysville Community & Technical College	11-23- Current

(Current Year) Dual Credit Courses Foster Meade Career and Technical Center /Maysville Community College

Students may take the following Kentucky Community and Technical College System technical college courses and Maysville Community College will grant credit for the corresponding courses.

	Business	Education
MCC Course	KCTCS Course	Loveis Co. C.
OS 118	OST 110	Lewis Co. Course Number
Intermediate	Word Processing	546800 Word Processing
Word		
Processing		
(3 credits)		
BA 120	BA 120	527800 M-4
Personal	Personal Finance	527800 Mathematics for Business
Finance		
(3 credits)		
CPU 150	CPU 150	
Computer	Computer Fundamentals	
Fundamentals		
(3 credit hours)		
OST 100	CPU 100	536500 C
Keyboarding	Computer	536500 Computer Applications/Keyboarding
(1 credit)	Applications/Keyboarding	
OST 105	CPU 150	564500 D
Introduction to	Keyboarding Applications	564500 Business Communications
Information	3 8 x applications	
Systems		
(3 credit hours)		
OST 215	OST 215	547100 71
Office	Office Procedures	547100 Electronic Office
Procedures		
(3 credit hours)		
OST 110	OST 110	
Document	Document Formatting &	
Formatting &	Word Processing	
Word		
Processing		
3 credit hours)		
OST 235	OST 235	56 1500 D
Business	Business	564500 Business Communications
Communications	Communications	
echnology	Technology	

(3 credits)		
OS 116 Keyboarding (1 credit) AND OS 117 Keyboarding and Basic Word Processing (3 credits)	OST 100 Keyboarding	535600 Computer Applications/Keyboarding Applications
OST 150 Transcription and Office Technology (3 credits) OST 160	BET 222 Machine Transcription OST 160	547100 Floatronia O.C.
Records and Database Management (3 credits) OST 295	Records and Database Management	547100 Electronic Office with Transcription
Office Systems Technology Internship (3 credits)	BET 198 Practicum I	547200 Practicum

Health and Personal Services

MCC Course	KCTCS Course	Lewis Co. Course Number
NAA 100	NAA 100	520300 Health C.:
Medicaid Nurse Aid	Medicaid Nurse Aid	520300 Health Science III
(3 credits)*		
HEA 120	HEA 120	
Medical Terminology	Medical	521300 Modical T
(1 credit)	Terminology	521300 Medical Terminology
HEA 100	HEA 100	
Human Growth and	Human Growth and	
Development	Development	520200 II. W. G.
(2 credits)		520200 Health Science II
HEA 130	HEA 130	#20#00 No. 11
Microbiology	Microbiology	530700 Microbiology
(2 credits)	3)	
HEA 110	HEA 110	520200 IT III G
		520200 Health Science II

Basic Anatomy and Physiology (4 credits)	Basic Anatomy and Physiology	AND 521300 Health Science III

Industrial Technology Education

MCC Course	KCTCS Course	Lewis Co. Course Number
WEX 120/121	WEX 120/121	Devis Co. Course Number
Shielded Metal Arc	Shielded Metal Arc	
Welding	Welding	579900 37-1.1
(5 credits)	J	578800 Welding I
WEL 170/171	WEL 170/171	
Blueprint Reading	Blueprint Reading	
(5 credits)	1	·
WEL 130/131	WEL 130/131	
Gas Tungsten Arc	Gas Tungsten Arc	
Welding/Fillet Lab	Welding/Fillet Lab	
(4 credits)		
WEL 140/141	WEL 140/141	
Gas Metal Arc	Gas Metal Arc	578801 Welding II
Welding and Fillet	Welding	570001 Welding II
Lab		
(4 credits)		
WEX 100/101	WEX 100/101	
Oxy-Fuel	Oxy-Fuel	
Systems/Lab	Systems/Lab	
(4 credits)		

	Construction / Carpentry*	
CAR 126/127 Introduction to Construction	CAR 126/127 Introduction to Construction	576600 Carpentry I
Carpentry/Lab CAR 140/141	Carpentry/Lab	
Site Layout and	CAR 140/141 Site Layout and	576600 Carpentry I
Foundations/Lab	Foundations/Lab	
CAR 190/191 Floor and Wall Framing/Lab	CAR 190/191 Floor and Wall Framing/Lab	576601 Carpentry II

Central Area Technology Center and Central Community and Technical College Fall 200_

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Central Area Technology Center and Central Community and Technical College Fall 200_

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DUAL CREDIT ENROLLMENT

Standard 7-D Postsecondary Links
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Page 3 of 6

Central Area Technology Center and Central Community and Technical College Fall 200_

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46077 160AUT 50D2 Suspension and Steering	LEC :	3.00	LEC 3.00 001271557
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Central Area Technology Center and Central Community and Technical College Fall 200_ Standard 7-D Postsecondary Links Student PS Roster al College Page 4 of 6

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DUAL CREDIT ENROLLMENT

Central Area Technology Center and Central Community and Technical College
Fall 200_ Standard 7-D Postsecondary Links
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Student PS Roster
Page 5 of 6

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DUAL CREDIT ENROLLMENT

Standard 7-D Postsecondary Links
ical College Student PS Roster
Page 6 of 6

Central Area Technology Center and Central Community and Technical College Fall 200_

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	46080 121ADX 50D4 Basic Auto Electricity Lab	46080 121ADX 50D4 Basic Auto Electricity Lab	Description
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	HZCTC Tackett, Jesse	HZCTC Tackett, Jesse	hstructor

Articulation Agreement

Department of Workforce Investment And Louisville Technical Institute

The Department of Workforce Investment and Louisville Technical Institute hereby enter into this Articulation Agreement on this 9th day of December in the year 200_ • The Department of Workforce Investment and Louisville Technical Institute will work together to provide postsecondary opportunities for Office of Career and Technical Education students at Louisville Technical Institute.

General Agreement

The parties to this agreement will offer the advanced courses designated in the parties' written Programs of Study in the areas of Computer Engineering Technology, Computer Graphic Design, Mechanical Engineering Technology, Mechanical Computer Aided Design Drafting, Architectural Computer Aided Design Drafting, and Interior Design and Drafting. These courses of study will conform to the curriculum guidelines developed by the Joint Curriculum Committee:

Laura Owens- Department of Workforce Investment
Emil Jezik – Department of Workforce Investment, Office of Career & Technical
Education
David Keene – Louisville Technical Institute
David Winkler – Louisville Technical Institute

The parties further agree that the Programs of Study will encourage the integration of technical and academic content in meaningful, applied ways, and that, when possible, instructors of all courses will implement applied teaching techniques as appropriate to classroom content.

The parties agree that in order to receive advanced standing credit, all students who come under this agreement must enroll at Louisville Technical Institute within one year of graduation from a Department of Workforce Investment, Office of Career and Technical Education School, earn a B or better average in the course, and successfully complete the required entrance exam at Louisville Technical Institute. In addition, the student must have successfully completed one quarter at the campus before the advanced standing credit will appear on the college transcript.

The Articulation Agreement mirrors the course guidelines as set forth by the Commonwealth of Kentucky Department of Education under the "General Curriculum Guidelines."

The courses that satisfy the requirements for advanced standing credit are:

Louisville T	echnical Institute Courses:	«HIGH SC	HOOL» Courses:
CCS 117	Computer Fundamentals	CIS 100	Introduction to Computers
CGD 110	Drawing	VCA 102	Fundamentals of Drawing
CGD 115	Introduction to Digital Imaging	GAT 266	Digital Imaging
CGD 131	Color Theory	VCA 108	Color Theory Applications
DRF 110	Introduction to Drafting	DFT 102	Drafting Fundamentals
DRF 116	Design Methods	DFT 102	Drafting Fundamentals
DRF 135	Computer Aided Drafting	DFT 122	Intro to Computer Aided Drafting
ELC 133	AC Circuit Applications	EET 107	Alternating Current Circuits Lab
ELC 132	AC Circuits	EET 106	Alternating Current Circuits
ELC 113	DC Applications	EET 105	Direct Current Circuits Lab
ELC 112	DC Circuits	EET 104	Direct Current Circuits
IDD 116	Architectural Drafting I	ADFT 240	Architectural Design
MMT 101	Engine Fundamentals	SET 110-111	Basic Small Engine Theory/Lab
	•		

The parties further agree that Department of Workforce Investment personnel and Louisville Technical Institute personnel will maintain relationships that will permit continued development, refinement, and implementation of all components of the program, including evaluation, marketing, counseling, recruitment, and retention plans.

This agreement will take effect upon the affixing of signatures by each of the parties named below.

Duration of Review

This Memorandum of Agreement shall be effective from the date of affixing signatures and shall be renewed annually one year from the date of origination. It remains subject to such revisions as are mutually agreeable at the time of the annual review, but the duration of the agreement shall be considered continuous. Either party may terminate the agreement at the time of annual review provided the party has given written notice of intent to do so at least 90 days in advance.

In testimony thereof, witness the duly authorized signatures of the parties hereto:

Department of Workforce Investment	·
Laura Owens	2/9/0_
Commissioner	Date
Emil Jezik Executive Director	2/08/o:_
Office of Career and Technical Education	
Louisville Technical Institute	
Would have	1/31/0
David Keene, Executive Director	Date
	Date
David Werfeler	1/31/0
David Winkler, Academic Dean	Date

STANDARD 8

STUDENT PROGRESS RECORD

School: Central Office School Program: Automotive Entry Date: <u>08/200</u> Student: Bryan Jones

Coop Credits **Total High School** Practicum **AUT 198 AUT 199 CIS** 100 Workplace Principles **WPP 200** Personal Finance BA 120 **Electrical Systems** ADX 260 & 261 Auto Electricity ADX 120 & 121 Manual Transmissions AUT 130 & 131 Transmissions/Transaxle Automatic AUT 180 & 181 Suspension and Steering AUT 160 & 161 ADX 170 & 171 Brake Systems Air Conditioning AUT 110 & 111 Intro to Computers Courses Completed 05/200_ 05/200_ 05/200_ 05/200_ 05/200_ 05/200_ 05/200_ 05/200_ 12/200_ 12/200_ 05/200_ 12/200_ Date 9.5 Repairer Brake× Conditioning Mechanic × Front End Mechanic × Transmission/ Technician Transaxle × Transportation Electrician Ground × × Any 4 Credits Career Major

Standard 8B - Course Sequences Shared Standard 8C - Student Progression Shared

Carter, Hal (Central-FK)

December 10,			
All Teachers,			

Please be prepared to share the information packet you developed on your program including the course sequences with the postsecondary option and certificate identification with students registering for classes for next school year at Central High School on January 10, ____ from 7-9 p.m. A 3-minute period will be available for each of you at the high school on January 7 to introduce and give information on your program. This is a great opportunity for us to introduce our programs to parents and students.

I have already shared the information packets on your programs with the high school counselors and have given them the student progress record sheets for students in your programs to assist them in scheduling students for courses relative to their career goals.

The activity has been approved for two hours of comp time.

We will discuss the registration further at the next staff meeting on January 2.

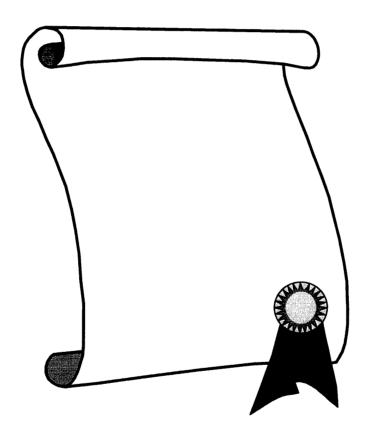
If you have questions, let me know.

Hal Carter, Principal Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601

Phone: 502-564-4286 Fax: 502-564-4800 Cell: 502-330-7159

Central High School

Course Descriptions Catalog 200_-200_



505 Central Drive Frankfort, KY 40601

502-223-9867

Central High School Course Descriptions Catalog

Page 25 of 30

AUTOMOTIVE TECHNOLOGY

ADX 120 Basic Automotive Electricity

ADX 121 Basic Automotive Electricity Lab

High School Credit: 1

This course introduces the student to the principles, theories, and concepts of the automotive electrical system that include the unique diagramming, coding and locating of wiring, and component devices. The students apply the theory in the lab.

ADX 170 Climate Control

ADX 171 Climate Control Lab

High School Credit: 1

This course introduces the theory and operation of heating and air conditioning systems. Air conditioning terminology and how to service and troubleshoot mechanical and electrical circuits of heating and air conditioning systems are emphasized. The students apply the theory in the lab.

ADX 260 Electrical Systems

ADX 261 Electrical Systems Lab

High School Credit: 1

This course focuses on the theory and principles relating to automotive electrical/electronic components. The students apply the theory in the lab.

AUT 110 Brake Systems

AUT 111 Brake Systems Lab

High School Credit: 1

This course involves the operational theory and application of hydraulic and anti-lock brake systems; disc and drum brakes are discussed. The students apply the theory in the lab.

AUT 130 Manual Transmissions

AUT 131 Manual Transmissions Lab

High School Credit: 1

This course develops skills in the diagnosis and repair of manual transmissions and related drive train components (differentials, clutches, u-joints, rear wheel drive, and 4-wheel drive). The students apply the theory in the lab.

AUT 160 Suspension and Steering

AUT 161 Suspension and steering Lab

High School Credit: 1

This course presents the automotive suspension system, the diagnosing of suspension problems, identifying components, recognizing the wear problems, wheel balancing, and the use of alignment equipment. The students apply the theory in the lab.

Central High School Course Descriptions Catalog

Page 26 of 30

AUT 180 Automatic Transmission/Transaxle

AUT 181 Automatic Transmission/Transaxle Lab

High School Credit: 1

This course involves the study of the operating principles of rear and front wheel drive automatic transmissions and transaxles, and the testing and diagnostic process. The students apply the theory in the lab.

AUT 199 Cooperative Education I--1 High School Credit

AUT 299 Cooperative Education II--2 High School Credits

AUT 399 Cooperative Education III--3 High School Credits

Prerequisite: Consent of Instructor

Coop provides supervised on-the-job work experience related to the student's educational objectives. Students who participate in the cooperative Education program receive compensation for their work.

BA 120 Personal Finance

High School Credit: .5

Information needed to make intelligent choices and take effective action in the management of personal resources is provided. Topics include financial planning, buying, borrowing, saving, budgeting, investing, insurance, and taxes.

WPP 200 Workplace Principles

High School Credit: .5

This course examines the changing workforce and the skills needed to adapt constantly changing demands and expectations. The course includes, but is not limited to, problem solving, teamwork, time management, and self-management skills. Job-seeking and job-retention skills are taught through the development of resumes and job search materials. Maximum benefit is received if this course is taken in the latter part of the student's course.

Central High School Course Descriptions Catalog

Page 27 of 30

Central Office School Course Sequence

Cluster: <u>Transportation</u> Career Major: <u>Automotive Technology</u>

SECONDARY PLAN

10th 11th 12th

ACADEMIC CORE

English I	English II	English III	English IV	
Algebra I	Geometry	Math Elective		
Science	Science	Health & PE	Science	
Social Studies	History	Social Studies	Social Studies	
	Art Appreciation			

TECHNICAL CORE

*BA 120 Personal Finance	CIS 100 Intro to Computers	AUT 110 & 111Brake	AUT 160 & 161 Suspension	A
(.5)	(.5)	Systems ¹	& Steering ³	E
*WPP 200 Workplace	*WPP 200 Workplace	ADX 170 &171 Climate	AUT 180 & 181 Auto	A
Principles (.5)	Principles (.5)	Control ²	Trans/Transaxle	S:
*CIS 100 Intro to Computers			AUT 130 & 131 Manual	*,
(.5)			Transmissions ⁴	19

^{*} Elective

9th

NONDUPLICATED POSTSECONDARY PLAN

Freshman	Sophomore		Junior	Senior
ADX 150 Engine Repair (3)	COE 299 Cooperative Ed	(1)		
ADX 151 Eng Rep Lab (2)	CIS 100 Intro to Computer	s (3) ⁶		
AUT 140 Fuel & Ignition (3)	Social Interaction	(3)		
AUT 141 Fuel & Ign lab (2)	Heritage/Humanities	(3)		
Math (3)	Oral Communication	$(3)^7$		
Writing (3)				
AUT 142 Emission Sys (3)				
AUT 143 Emission Lab (2)				
AUT 240 Ctl Sys & Di (3)				
AUT 241 Ctl SysDi Lab (2)				
Science (3) ⁶				

⁶Automotive Technician Diploma completed.



¹Automotive Specialty Technician – Brake Repairer O*Net completed.

²Automotive Specialty Technician – Air Conditioning Mechanic O*Net completed.

³Automotive Specialty Technician - Front End Mechanic O*Net completed.

⁴Automotive Specialty Technician – Transmission/Transaxle Technician O*Net and career major completed.

⁵Ground Transportation Electrician O*Net completed.

⁷Associate Degree in Automotive Technology completed.

Carter, Hal (Central-FK)

August 30,	
Teachers,	
Our counselor, Mr. Smith, will lead the Rotary Club on a tour of our building on September 12,, from 9 Please be prepared to give a 15-minute overview to introduce and give information on your program. This is opportunity for us to give share our programs with members of the Rotary.	– 11 a.m. s a great
If you have questions, let me know.	

Thank you.

Hal Carter, Principal Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601

Phone: 502-564-4286 Fax: 502-564-4800 Cell: 502-330-7159

CENTRAL AREA TECHNOLOGY CENTER 300 Wilkinson Street

Invites you to attend

Open House October 3, ____ 4 - 8 p.m.

Programs:
Automotive Technology
Carpentry
Health Sciences
Information Technology
Welding Technology

Refreshments
Door Prizes Every 30 Minutes

Come Join Us!

Carter, Hal (Central-FK)

November 30,		
Teachers,		

Please plan to attend the Freshman Student Orientation at Central High School on December 12, ____ from 7-9 p.m. The eighth-grade students will be planning class schedules for their freshman year. The high school will give the students a list of all courses available at our ATC that are open to them the first year. A 3-minute period will be available for each of you to introduce and give information on your program. This is a great opportunity for us to introduce our programs to parents and students.

The activity has been approved for two hours of comp time.

We will discuss the orientation further at the next staff meeting on December 2.

If you have questions, let me know.

Hal Carter, Principal Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601 Phone: 502-564-4286

Fax: 502-564-4280 Cell: 502-330-7159

Carter, Hal (Central-FK)

12/10/__

Staff,

I am looking forward to the opportunity we have on February 18 to introduce approximately 72 middle-school students to our school and technical education. Although we discussed this day in length at the last faculty meeting, please review the following reminders regarding the day:

- High schools students will not be in building. They will be in testing at the high school.
- Have your exploratory lesson plans for February 18 to me by 8 a.m. February 17. Please include as many hands-on activities as possible without jeopardizing the safety of the students.
- All middle-school students must have release forms signed by their parents to enter the building. The middle-school staff members should have these. The secretary will check to see if each student has a release form.
- There will be six groups. Each group will have a staff member from our school and a middle-school staff member with them during the time they are in your classroom/shop.
- Supervise (with the help of the middle-school staff member) your 10:40 group during lunch at the high school.
- Approximately 12 students will be in each group. The middle school teachers will give us a list of the 6 groups and
 the names of the 12 students in each group. Payment for lunch has been prearranged. Students do not pay as they
 go through the line. Just let the cashier know that the students are from the middle school.
- Students must wear nametags at all times.
- The custodian will assist in supervising the halls and rest rooms during breaks between sessions and lunch.

Again, I hope you welcome the opportunity we have to make a positive impression on these young students.

If you have questions or suggestions, let me know.

Hal Carter, Principal Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601 Phone: 502-564-4286

Fax: 502-564-4800

Cell: 502-330-7159

Marion Co. ATC Summer Career Camp June 7 – July 2, 200_

"The camp primarily served 8th grade transition students. A wonderful addition to the camp was having both the high school math/science instructor and middle school counselor engaged in activities. They provided a valuable addition to the camp and now have a better understanding of the programs we offer at the ATC. It was a win for the students, the teachers and our school."

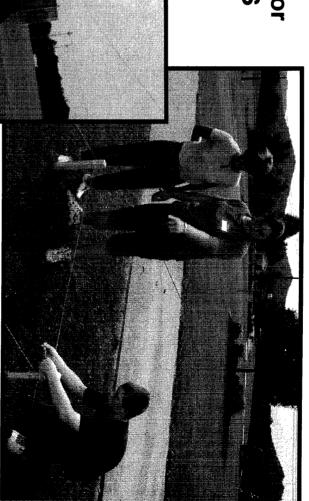
Howard Carey
Principal



Standard 8-D-5 Career Planning
Summer Camps
Page 1 of 2

Automotive Technology Instructor Trent May; Carpentry Instructor Danny Chris Sublett and Paul Spalding; Industrial Maintenance Technology Taylor; Computer Aided Drafting/Machine Tool Technology Instructors Teachers involved in the Marion Co. ATC Career Summer Camp included

Instructor Doug Shive; Welding Instructor Steve McDaniel; Counselor Charlotte Moffitt; and Marion Co. HS Math and Science Instructor Sally Thompson.



Good News Flash #114 March 15, 200_





Personal Information							
Name Smith, Jony Address 150 Blue Rilge Rd Lefington, Kf 40601 Birth Date 11-07 86 Phone: 502 564-1485 Social Security # 407/29/5298 Parent/Guardian Name Bruce and alice Smith							
A. Educ	A. Educational History						
Name of School Elementary School(s)				City and State			
			_			1	
	de End Grade			City	State	Graduated?	
01	01	Avon Park Elementary	•	von Park	. –	No	
01	01	Park Elementary	•	von Park		No	
04	05 07	Cracker Trail Elementary		ebring		Yes	
06 07	07	Sebring Middle School		Sebring		No Yes	
09	08	Beaumont Middle School		exington	KY	No	
1	12	Paul Laurence Dunbar High School	OI L	exington	Νī	NO	
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This	is an academic a	and career planning folder for Kentucky student	s. It is des	ilgned as a to	ol to help	you in	

identifying educational and career goals.

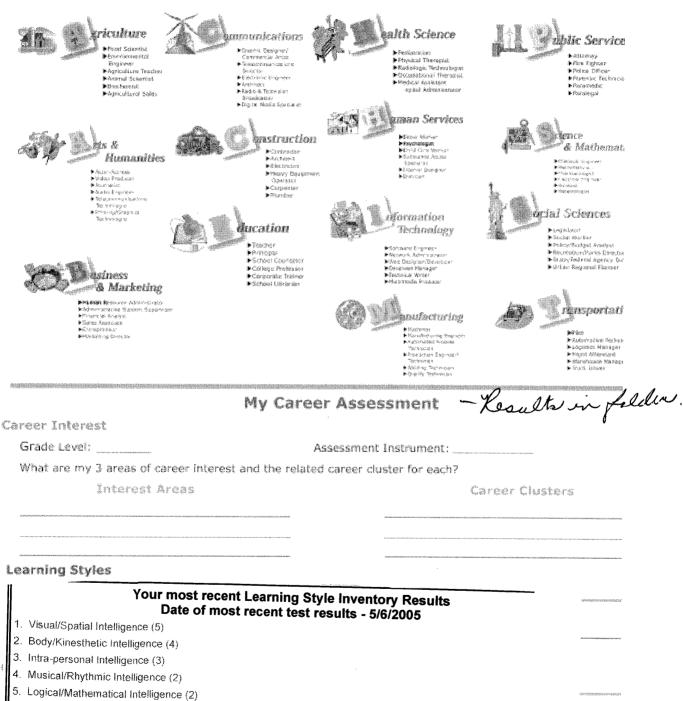


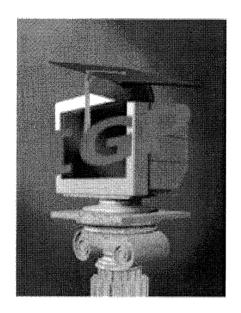
6. Interpersonal Intelligence (1)7. Verbal/Linguistic Intelligence (0)

B. Career Clusters and My Plans

The Individual Graduation Plan is designed around Kentucky's 14 Career Clusters. A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help you in exploring your career path.

Career Clusters and Some Sample Jobs:





My Documents

Student Questions for Reading and Mathematics

These questions are to help you think about ways to improve your reading and mathematical skills. Copy ar use the sheet inside this pocket to answer the questior A separate sheet is needed for each year.

Reading

- 1. Why do I read, what do I read and how often do I read?
- 2. What do my grades and test scores show about my reading ability?
- 3. How will reading help me with my educational and career goals?

Mathematics

- 1. When and how is mathematics important in my life?
- 2. What do my grades and test scores show about my mathematical ability?
- 3. How will mathematics help me with r educational and career goals?

What type of help do I need to succeed in reading and mathemati

Why do I read, what do I read and how often do I read?

I read for enjoyment. I read anything science fiction. I read every week or so. I usually read a book a month.

What do my grades and test scores show about my reading ability?

I am very good at reading. My grades should reflect that.

How will reading help me with my educational and career goals?

I can learn things about careers I can choose. Reading helps you to focus and grow as an individual.

When and how is mathematics important in my life?

Mathematics are an everyday skill. Even down to the mundane tasks the are repeated everyday.

What do my grades and test scores show about my mathematical ability?

I am not as good at math as I am at reading, but I have enough skills at math to help me with the tasks I undertake.

How will mathematics help me with my educational and career goals?

Math is a skill that will help you with everything that you do.

C. Self-Assessment Records

A record of assessments you take each year will serve as a tool to guide you on your career path. Idenfity the tests taken at each grade level and any comments you have regarding academic strengths or needs identified from the assessments.

CATS Proficiency Tests

School Reporting Results	Test Title	Test Date	Test Section	Score Description	Test Score
P. L. Dunbar	CATS	4/23/2001	Mathematics	Performace Level	Proficient
P. L. Dunbar	CATS	4/23/2001	Social Studies	Performace Level	Proficient
P. L. Dunbar	CATS	4/21/2003	Practical Living / Voc. Studies	Performace Level	Proficient
P. L. Dunbar	CATS	4/21/2003	Reading	Performace Level	Distinguished
P. L. Dunbar	CATS	4/26/2004	Arts & Humanities	Performace Level	Apprentice Me
P. L. Dunbar	CATS	4/26/2004	Mathematics	Performace Level	Apprentice Hi
P. L. Dunbar	CATS	4/26/2004	Science	Performace Level	Proficient
P. L. Dunbar	CATS	4/26/2004	Social Studies	Performace Level	Proficient

instrument:KCCT	Instrument: CTBS	instrument:CTBS
Mathematics	Reading	Reading
Science	Language Arts	Language Arts
Social Studies	Mathematics	Mathematics
Arts & Humanities	Comments:	Comments:
Comments:		

Other Assessments (PLAN, ACT, SAT, etc.)

Grade Level: // //2	Grade Level: 12	Grade Level: 12
Instrument: Act	Instrument: STAR MATh	Instrument: SRF
Comments:	Comments:	Comments: Reading
21/23	boleral Percentile:	advancel
	Composite 42	99 percentele
	Made Level: 10.6	(

D. ACTION PLAN FOR SERVICE(S) NEEDED

Indicate Services Needed:

- a.Extended School Services
- b.Education Beyond High School
- c.Career Counseling and Guidance
- d.Additional Vocational Assessment
- e.Ongoing Job Support

8tf	7th	8th	 					Responsible

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		Car	eer Goal:		***	d- High	School E	ducation	*
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IDV EVDEDTENCE: B	aid/Unpaid (if applicable)		CERTIFIE	y Karasa	44.765	58544767	yrsyr-ses	8427 (SEE TO SEE
KN CATCAICINGE. F	aiu/oiipaiu (ii applicable)							
ribe Work Experience					Refe	rence		
·								
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	Lestomer Services	<u>ر</u>			B	eef	4 1	Helt

Information for the IGP may include letters of application, resumé, references, records of work experience, and sample school work (i.e., pictures, videos, portfolio entries, etc.).

MY DOCUMENTS **

This file is a part of your Individual Graduation Plan and provides support materials for developing the plan,

Recommended

- * Assessment Records
 - Results of Career Interest Assessments
 - Other Career Assessments
 - ° Core Content
 - * Kentucky Occupational Skill Standards, if applicable

- Letters of Application
 Letters of Recommendation
 Pictures, Videos, Portfolio Entries
- * Completed Sample Job Application
- . Records of Work Experience
- * Academic and Career Related Classroom Work
- · Record of Kentucky Occupational Skill Standards Assessment, if applicable
- Sample Completed Job and/or College Application
- Special Awards
 List of References
- Resumé

 - * Attach additional pages as needed * * Test scores are accessible in my official school records.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

STANDARD 9

1S2 - Technical Attainment (Skills Proeficiencies) Report

Institution Your School Name

Agency ALL
District ALL
School Year 2003-2004
Performance Objective 51.00
Performance Level 52.00

Performance Measure 1S2 - Technical Attainment (Skills Proeficiencies)

Numerator Preparatory Completers

Denominator Preparatory Completers and Leavers and Transfers

Program	Numerator	Denominator	%	Met/Not Met
Institution Your School Name				
ACCOUNTING AND FINANCE TECH [52.0399]	9	9	100.00	Met
ADMINISTRATIVE SUPPORT SERVICES [52.0401]	6	7	85.71	Met
ELECTRICITY [46.0302]	4	4	100.00	Met
HEALTH SCIENCES [51.1100]	15	22	68.18	Met
MACHINE TOOL TECHNOLOGY [48.0503]	12	12	100.00	Met
WELDING [48.0508]	10	10	100.00	Met
WOOD MANUFACTURING TECH [48.0703]	1	1_	100.00	Met
Your School Name Totals	57	65	87.69	Met
Grand Total	57	65	87.69	Met

2S1 - School Graduation Completion Report

Institution Your School Name

Agency ALL
District ALL
School Year 2003-2004
Performance Objective 69.99
Performance Level 70.99

Performance Measure 2S1 - School Graduation Completion

Numerator Preparatory Completers

Denominator Preparatory Completers, those who graduate without completing the technical program,

Leavers and Transfers

Program	Numerator	Denominator	%	Met/Not Met
Institution Your School Name				
ACCOUNTING AND FINANCE TECH [52.0399]	9	9	100.00	Met
ADMINISTRATIVE SUPPORT SERVICES [52.0401]	6	7	85.71	Met
ELECTRICITY [46.0302]	4	4	100.00	Met
HEALTH SCIENCES [51.1100]	15	22	68.18	Not Met
MACHINE TOOL TECHNOLOGY [48.0503]	12	12	100.00	Met
WELDING [48.0508]	10	10	100.00	Met
WOOD MANUFACTURING TECH [48.0703]	1_	1	100.00	Met
Your School Name Tot	als 57	65	87.69	Met
Grand To	tal 57	65	87.69	Met

3S1 - Placement Report

Institution Your School Name Agency ALL District ALL School Year 2003-2004 Performance Objective 78.51 Performance Level 79.51 3S1 - Placement

Performance Measure

Preparatory Completers with student followup = employed in field related to Numerator

training, employed in field unrelated to training, pursuing additional education,

employed and pursuing additional education or military

Denominator **Preparatory Completers**

Program	Numerator	Denominator	%	Met/Not Met
Institution Your School Name				
ACCOUNTING AND FINANCE TECH [52.0399]	6	9	66.67	Not Met
ADMINISTRATIVE SUPPORT SERVICES [52.0401]	6	6	100.00	Met
ELECTRICITY [46.0302]	2	4	50.00	Not Met
HEALTH SCIENCES [51.1100]	15	15	100.00	Met
MACHINE TOOL TECHNOLOGY [48.0503]	11	12	91.67	Met
WELDING [48.0508]	10	10	100.00	Met
WOOD MANUFACTURING TECH [48.0703]	0	1	0.00	Not Met
Your School Name Totals	50	57	87.72	Met
Grand Total	50	57	87.72	Met

4S1 - Participate in Nontraditional Programs Report

Institution Your School Name

Agency ALL
District ALL
School Year 2003-2004
Performance Objective 20.38
Performance Level 20.88

Performance Measure

4S1 - Participate in Nontraditional Programs

Numerator

Female or Male Preparatory students enrolled in programs marked as

non-trad for that gender

Denominator

Total enrollment in programs marked as non-trad for that gender

	Nu	merator		Dei	nominato)r	%	Met/Not Met
Program	М	F	T	М	F	Т		
Institution Your School Name								
ADMINISTRATIVE SUPPORT SERVICES [52.0401]	1	0	1	1	8	9	11.11	Not Met
ELECTRICITY [46.0302]	0	1	1	3	1	4	25.00	Met
HEALTH SCIENCES [51.1100]	1	0	1	1	24	25	4.00	Not Met
MACHINE TOOL TECHNOLOGY [48.0503]	0	0	0	13	0	13	0.00	Not Met
WELDING [48.0508]	0	0	0	11	0	11	0.00	Not Met
WOOD MANUFACTURING TECH [48.0703]	0	0	0	1_	0	1	0.00	Not Met
Your School Name Totals	2	1	3	30	33	63	4.76	Not Met
Grand Total	2	1	3	30	33	63	4.76	Not Met

4S2 - Program Completion of Nontraditional Programs Report

Institution Your School Name

Agency ALL
District ALL
School Year 2003-2004
Performance Objective 21.96
Performance Level 22.46

Performance Measure 4S2 - Program Completion of Nontraditional Programs

Numerator Female or Male Preparatory Completers in programs marked as

non-trad for that gender

Denominator Total Completer in programs marked on the Program Maintenance as

non-trad for that gender

	Numerator			Denominator			%	Met/Not Met
Program	M	F	Т	M	F	T		
Institution Your School Name								
ADMINISTRATIVE SUPPORT SERVICES [52.0401]	0	0	0	0	6	6	0.00	Not Met
ELECTRICITY [46.0302]	0	1	1	3	1	4	25.00	Met
HEALTH SCIENCES [51.1100]	0	0	0	0	15	15	0.00	Not Met
MACHINE TOOL TECHNOLOGY [48.0503]	0	0	0	12	0	12	0.00	Not Met
WELDING [48.0508]	0	0	0	10	0	10	0.00	Not Met
WOOD MANUFACTURING TECH [48.0703]	0	0	0	1	0	1	0.00	Not Met
Your School Name Totals	0	1	1	26	22	48	2.08	Not Met
Grand Total	0	1	1	26	22	48	2.08	Not Met

STANDARD 10

Page	of <u>1</u>	Commonwealtl Education Safety S	Cabinet	Last 2 ins	ection dates:	
Facility: Address:		SAFETY INSPEC	GEORGE YOUNGER 601 E MAIN ST	77	St	
City/Zip:		Person in Charge Beauti	FRANKFORT KY 40601 PHONE: 502-564-7346 FAX: CELL: 502-330-7463	502-564-9007	Standard 10-B&C S	
污動和影	3 OK 10 Y 2 X 1 X X		Joan		Safety Inspection (OC Implementation	
	#21.0K 34- 10.1 K=31 1		LIW FRONV Inc.	inch yes	OCTE) &	
			100-7 adjust	Pel (1) 166	03-08	
			Special Requests:			
The safety p	lly obvious at the time of this insproblems noted during this inspended at the correct no	pection. ction should be corrected as soon as ted problems should not take more t	ction cannot be held legally responsible possible. Recurring problems and thos han (30) days. Please return green concentrations that require more than (30)	se deemed a serior y upon completion	us hazard should be n, keeping <i>canary</i>	

Received by/Title_



Kentucky Department of Education Division of Career and Technical Education Safety Inspection Audit Report



School:	Central CTE	Program:	Automotive Technology	Date:	2/2/??
Directions :	Please read directions on the from	t page.			

Violations/Recommendations Document additional violations/recommendations on the back of this page.
Storage area is cluttered and needs organized for ease of use and safety.
Install eye wash station for flushing of eyes to remove contaminate.
Fire extinguisher next to back door inspection has expired per date on tag.
Flammable chemicals are stored on shelves in storage area. A flammable liquid cabinet needs to be purchased.
Grinder needs the tool rest adjusted to within 1/8" of grinding wheel.

No. of	Action Taken on Violations/Recommendations	Person	Date Assigned
Violation	Document additional actions on the back of this page.	Responsible	Date Completed
3	Storage room cleaned and organized	Teacher	<u>2/2/??</u> 2/7/??
36	Eye wash station ordered, installed and tested	Maintenance Department	<u>2/8/??</u> 2/27/??
46	Fire extinguisher tested and inspected by Kiddie fire extinguisher.	Maintenance Department	2/8/?? 2/13/??
58	Ordered and placed into service a Flammable liquid cabinet.	Principal	<u>2/11/??</u> 2/25/??
73	Properly adjusted tool rest to within 1/8" of grinder wheel.	Teacher	2/8/?? 2/9/??

Safety Inspection Audit Report Completed By:	Date: <u>3/1/??</u>
Verification by building principal that all violations have been corrected: _	Date: <u>3/9/??</u>



Kentucky Department of Education Division of Career and Technical Education Safety Inspection Checklist



School:	Central CTE	Program:	Automotive Technology Date: <u>2/2/??</u>
Teacher signatu	nre:		Student signature:
Student signatu	re:		Student signature:

Directions:

- Using the Safety Inspection Checklist, conduct a program safety inspection at least one time a semester.
- Check the appropriate letter using the following guide:
 - $S-Satisfactory\ (needs\ no\ attention)$ $U-Unsatisfactory\ (needs\ immediate\ attention)$ $NA-Not\ applicable$
- Sign and make a file copy of this Safety Inspection Checklist
- Forward the completed Safety Inspection Checklist to the building principal.

No.	SAFETY ITEM	S	U	NA
	General			
1.	The OSHA log is posted during the month of February.	V		
2.	The poster "Safety and Health Protection on the Job" is posted in a conspicuous location.	1		
	Housekeeping			
3.	Storage spaces are orderly with ample aisle space.		1	
4.	Floors are clean and free of wires, tools, etc.	V		
5.	Stairways are clear of clutter and spills.			
6.	Temperature is within established guidelines.			
7.	Walls, windows, and ceilings are well constructed and free of hazards.	1		
8.	Machines, benches, and other equipment are arranged so as to conform to good safety practices.			
9.	Illumination is safe, sufficient, and well placed.			
10.	Ventilation is adequate.			
11.	Lockers are inspected regularly for cleanliness and fire hazards.	1		
12.	Locker doors are kept closed.	1		
13.	General appearance is orderly.	1		
14.	Special tool racks are kept in orderly condition and provided at benches and machines.	1		
15.	Tools are stored properly.			
16.	Tools, supply, and/or material rooms are orderly.			
17.	Sufficient scrap boxes are provided.	1		
18.	Scrap stock is put in scrap boxes promptly.			
19.	Materials are stored in an orderly fashion and in a safe condition.			
20.	Oily rags and waste are placed in a spring lid metal container and the container is emptied frequently.	7		
21.	The lab is sanitized to meet health code where appropriate.	1		
22.	Oil spills and other slippery substances, which might result in an injury-producing fall, are promptly cleaned up.	1		
23.	Electrical wires, cables, pipes, or other objects that cross aisles are clearly marked and properly covered.	1,		
24.	Covers or guardrails are provided to prevent persons from falling into drainage ditches, open pits, vats, tanks, etc.			
25.	Load ratings are posted on all upper storage areas above seven (7) feet.	1		
26.	Multiple appliance plugs in the receptacle outlets do not overload the circuits.	1		
27.	All electrical wiring is properly insulated.	J,		
28.	Ground fault devices protect exposed receptacles and water coolers.	1		
29.	All switches in electrical boxes are identified as to function.	1,		
30.	Extension cords are not used as permanent wiring.			

Standard 10-B&C Safety Inspection (KDE) & Implementation Page 2 of 4

Safety Inspection Checklist

No.	SAFETY ITEM	S	U	NA
31.	All electrical equipment is installed in a neat and workman-like manner.	17		11721
32.	All electrical equipment, such as fuse boxes, switch boxes, etc., are firmly secured to the surface on which it is mounted.	1		
33.	Ground fault devices (GFI) are provided where required.	1		
34.	Ladders are maintained properly.	5		
35.	Corners are clean and clear.	7	-	
33.	Corners are crean and crear.	-/-		
	Medical Services and First Aid			
36.	Emergency facilities for drenching or flushing the eyes are available within the work area where the eyes may		,	
] 50.	be exposed to injurious, corrosive materials.			
37.	Emergency facilities for drenching the body are available within the work area where the body may be			
57.	exposed to injurious corrosive materials.	/		
38.	The first aid kit is adequately stocked, including rubber gloves.	1		
39.	A qualified individual administers first aid.	<u> </u>		
40.	Fire blankets are in place in those areas where the potential for fire and explosion exist. Large labs have two	<u> </u>		
	fire blankets.	/		
41.	A bloodborne pathogen plan is in place.	1		
42.	The school has two or more individuals qualified to administer first aid.	. 1		
	<u> </u>			
	Fire and Fire Extinguishers			
43.	Fire extinguishers are of proper type, adequately supplied, properly located, and maintained.	1		
44.	Instructors and students know location of and use of proper types of extinguishers for various fires.	7		
45.	Fire extinguishers are inspected monthly and tested frequently.	1		
46.	A durable tag is securely attached to the extinguisher to indicate the date of recharging and is signed or		ر ز	1
	stamped by the recharger.		حرا ا	
47.	Fire extinguishers are located in areas where combustible liquids are stored or used.	7		
48.	Persons with handicaps are provided for in fire and emergency evacuation plans.			
	Doors and Emergency Exits	ļ		
49.	The number and location of exits are adequate.	7		
50.	Fire and other evacuation plans are posted in conspicuous locations in all areas.	1		
51.	Fire exits are lit and clearly marked.			
52.	Doors that might be mistaken for exits are marked "NOT AN EXIT" or marked so as to identify their purpose,	1		
	such as "Storage Room."	 ' ,		
53.	Emergency exit doors are not blocked by equipment or debris.	1		
54.	Doors open and close properly.	1		
55.	Exit ways are wide enough to permit ease of passage.	'		
56.	Doors that are designed for emergency exit are kept unlocked from the inside and equipped with panic-type hardware.	1		
57.	Doors swing to accommodate exit traffic.	7		
37.	Doors swing to accommodate exit traffic.	-		
	Hazardous Materials			
58.	Combustible and flammable liquids/materials are properly stored and safeguarded.	 	1	
59.	Oxygen and other compressed gases are stored away from combustible materials and in an upright position	┼╱╴	- D'	
60.	Oxygen cylinders are separated from fuel gas cylinders and combustible materials.	1		
61.	Dangerous materials are stored in metal cabinets.	7		
62.	Compressed gas cylinders are legibly marked to identify their contents.	1		
63.	Used oil is stored in drums or tanks with proper containment in a dry area.	1	-	
64.	Used oil is picked up by a reputable hauler/recycler.	/ -		
65.	All used oil drums or tanks are labeled "Used Oil Storage."	1		
66.	Used oil is kept free from solvents, anti-freeze, break fluid, or any other substance which would be classified	1		
	as a hazardous waste.	/		
	Equipment			

School: Central CTE Program: Automotive Technology Date: 2/2/??

					_
School:	Central CTE	Program:	Automotive Technology	Date:	<u>2/2/??</u>

		1 =		
No.	SAFETY ITEM	S	U	NA
67.	Machines are arranged so workers are protected from hazards of other machines, passing students, etc.	•/		
68.	Dangerous areas are properly indicated.	/		
69.	All equipment control switches are easily available to the operator.	⊢ ′,		
70.	All machines are "locked out" when the instructor is out of the room.	1		
71.	Brushes are used for cleaning equipment.	1/_		
72.	Non-skid areas are provided around machines.	w)		
73.	Machines are in safe working order.			
74.	Machines are properly guarded to comply with safety codes.	/		
75.	Adequate supervision is maintained where students are using machines and dangerous tools.	1		
76.	Tools are kept sharp, clean, and in safe working order.			
77.	Cooking and eating utensils and equipment are properly disinfected.			1
78.	Instructions for operating and stopping machines are posted on or near the machines.	//		
79.	All electrical appliances, which may be used in damp or wet locations, are properly grounded.	1/		
80.	All fans are guarded.	1	_	<u> </u>
81.	All points of operation where employees are exposed to injury are properly guarded.	//		
82.	All electric portable power tools are properly grounded.	/_		
	Personal Protection			
83.	Safety glasses/goggles/eye protection are provided and required for all work when eye hazards exist.			\vdash
84.	If individual goggles are not provided, hoods and goggles are properly disinfected before use.	/		
85.	Shields are provided for electrical welding.	1		ļ
86.	Aprons or lab coats are worn in the lab.	1		
87.	Students remove rings and other jewelry when working in the lab.	_/_		ļ
88.	The proper kind of wearing apparel is worn for the job being done.	1		ļ
89.	Leggings, safety shoes, etc., are worn in special classes requiring such protection.	/		ļ
90.	A respirator is used when spraying in the finishing room.	1		
91.	Protective footwear is worn when moving heavy equipment or materials.	1		
92.	Personal protective equipment is provided in areas where noise levels exceed established permissive exposure.	d		
93.	Persons who require prescription eyeglasses wear safety lenses.	/		
	Instruction			
94.	Laboratory safety is taught as an integral part of each teaching unit.	1		:
95.	Safety rules are posted.	1		
96.	Printed safety rules are given to each student.	1		
97.	Students sign the safety agreement.	1		
98.	The lab/classroom completes a monthly safety inspection.	1,		
99.	There is a lab/classroom safety committee.	1/		
100.	Safety contests are promoted.	1/		
101.	Videos are used in safety instruction.			
102.	The lab/classroom has a safety suggestion box.	/		
103.	Safety tests are administered.	1		
104.	Safety posters are posted in the lab/classroom.			
105.	Industry representatives give presentations on safety.	1		
106.	Tours are taken of industrial plants as part of safety instruction.	_/_		
107.	Industry representatives make safety inspections of the lab/classroom. (AYES, ASE, AGC, ABC, KCIEC)	1		
108.	Staff and students receive hazardous communication training at the beginning of each school term.	1		
	Accidents	+		
109.	Adequate accident statistics are kept.	11		
110.	Accidents are reported to the proper administrative authority.	12		
111.	A copy of each accident report is filed with the appropriate authority.	1		
112.	Accident reports are analyzed for instructional purposes and to eliminate hazards.	1/		
113.	The school/program has a written hazardous communication program.	+/-		
			L	

Standard 10-B&C Safety Inspection (KDE) &

Implementation
Page 4 of 4

Safety Inspection Checklist

School:	Central CTE	Program:	Automotive Technology	_ Date:	<u>2/2/??</u>			
No			LA ILEM			e II	T 1	NT A

No.	SAFETY ITEM	S	U	NA
114.	The program/school maintains an up-to-date MSDS file.	. 100		
115.	Emergency numbers, such as 911 and fire and police department numbers, are posted in the appropriate location.	/		

Standard 10-B&C Safety Inspection (KDE) & Implementation



Kentucky Department of Education Division of Career and Technical Education Safety Inspection Checklist and Audit Report Directions



Providing a safe environment for students and employees is the combined responsibility of students, teachers, principals, and district personnel and is of utmost importance. Please use this page of step-by-step directions, the safety inspection audit report page, and the safety inspection checklist to conduct a safety check of technical programs to raise the awareness of safety responsibilities and precautions and to prevent accidents.

Steps	Action
1.	Program teacher and three students complete the attached safety inspection checklist no less than
	one time per semester.
2.	Program teacher and students sign and date the safety inspection checklist.
3.	Program teacher forwards the program safety inspection checklist to the building principal.
4.	Building principal notifies the assigned appropriate school district staff person that the program
	safety inspection checklist(s) are complete and ready for his/her verification.
5.	The school system assigns a staff person to verify the safety inspection(s) conducted by the program
	teacher and students. The assigned staff person conducts a program safety audit, records the number
	of each violation and recommendation on the safety inspection audit report, signs the report, and
	returns the report to the building principal.
6.	The building principal assigns and records the names of the person(s) responsible to take action,
	secures district assistance to correct violations/recommendations, and dates the audit report.
7.	The building principal verifies by his/her signature on the bottom of the audit report that all
	corrective action has been completed by the person(s) responsible within 30 days.
8.	The building principal forwards the completed safety inspection audit report to the appropriate
	district staff person.
9.	The building principal and the program teacher keep copies of all the completed safety inspection
	checklists and audit reports.
10.	The building principal shares all safety inspection audit reports with the school safety committee.

Page 1 of 2

CABINET FOR WORKFORCE DEVELOPMENT ACCIDENT REPORT FORM

(please write legibly)

NameScott Blesh_Student Employee	ee Date/Time of Occurrence County year
Address 101 Lincoln Ave	
Age 17 Dept./Class Auto Jech	High School (if applicable)
Social Security Number 295-62-5928	Days lost from school/work
APPARENT NATURE OF INJURY	OF INJURY PART OF BODY INJURED
□ Abrasion □ Concussion □ Puncture □ Amputation □ Cut □ Scald □ Asphyxiation □ Dislocation □ Scratch □ Bite □ Fracture □ Shock □ Bruise □ Laceration □ Sprain □ Burn □ Poisoning ② Other	○ Abdomen ○ Elbow L_R_ ○ Head ○ Ankle L_R - D Eye L R_ ○ Knee L - R_ ○ Leg ○ Leg L_R_ ○ R_ ○ Head ○ Arm L_R_ D Face ○ Leg L_R_ ○ Mouth ○ Chest ○ Foot L_R_ ○ Other ○ Ear L_R_ ○ Hand L_R_
Explain Other: Mit Head an hood	Explain Other :
Describe the nature of Injury (cut, third finger, left hand, etc.)	Hit Loft Sye & Face or
Hood of Car	
Describe medical attention received, by whom, and address :	
DESCRIPTION OF ACC	CIDENT
Did accident occur while in an instructional or work activity?	If no, explain
Specify any machine, equipment, or tools involved Boxe	d in Wrench
Were proper machine guards being used? Was student / employee given safety orientation? Was student / employee doing assigned work? Was student / employee using Safety Equipment?	Describe Safety Equipment
Was this accident due to faulty equipment? NO Action taken t	o prevent recurrence
Was supervisor present at accident? If no, explain _	
Did student / employee have permission to use equipment?	-≰f no, explain
<u> </u>	
KDAT/FC APPROVED 1501 - 034 8/94	FOR SAFETY SECTION USE ONLY Degree of Injury: Minor Severe

faced to Bill Benton 6/14/0

DESCRIPTION OF ACCIDENT

(continued)

Page 2 of 2

For hit The hood of The	
Student's / Employee's Signature : Loud Bush	Date 06~01
Was family notified by the facility?	
* * *	* * * * * * *
Witness' description of accident (specify in detail)	
Witness' Signature	Date
* * *	* * * * * *
Supervisor's description of accident (specify in detail)	I must see act of the control
Supervisor's description of accident (specify in detail) De part to Come to school to check of	a frathe Deat to
	IC PACAGO FRANCIA KAMBACI
Scott to de.	to read, food produ
Scott to de.	to read, food from
Scott to de.	Date
Scott to de.	
Supervisor's Signature _ William Bennett * * *	Date
Scott to de. Supervisor's Signature _ Welliam Bonnett * * * Administrator's Comments Desting Staff Mech, on how to correctly broken whin premote	Date
Supervisor's Signature _ Welliam Bonnett Administrator's Comments Duting Staff Mech	Date 6-04. * * * * * * * ing reminded Tencher to instruct standing boots or other related items.
Supervisor's Signature _ William Bennett Administrator's Comments Desting Staff Mech	Date
Supervisor's Signature _ Welliam Bennett Administrator's Comments Desting Staff Mech On how to correctly broug when bremove Administrator's Signature & al Carter * * *	Date 6-04. * * * * * * * ing reminded Tencher to instruct stone ing both or other related items.
Supervisor's Signature William Bennett * * * Administrator's Comments Desting Staff Mect, On how to correctly broke when bremode	Date 6-04. * * * * * * * ing reminded Tencher to instruct stone ing both or other related items.
Supervisor's Signature _ William Bennett * * * Administrator's Comments Duting Staff Meet, On how to correctly broug when bremove Administrator's Signature & al Carter * * * ist all non-student / supervisor witnesses and addresses:	Date 6-04. * * * * * * * ing reminded Tencher to instruct stone ing bottom other related items.
Supervisor's Signature _ William Bennett * * * Administrator's Comments During Starf Meet, On how to correctly broug when bremove Administrator's Signature & al Carter * * * List all non-student / supervisor witnesses and addresses:	Date 6-04. *** * * * * ing reminded Tencher to instruct Strong posite of other related items. Date 6-04, *** * * * * 3.
Supervisor's Signature _ William Bennett * * * Administrator's Comments Desting Staff Meet, On how to correctly brough when bremode Administrator's Signature	Date 6-04. *** * * * * ing reminded Tencher to instruct store posite of other related items. Date 6-04, *** * * * * 3.
Supervisor's Signature _ William Bennett * * * Administrator's Comments Desting Staff Meet, On how to correctly brough when bremode Administrator's Signature	Date 6-04. *** * * * * ing Yemind of Tencher to instruct Strategy it and other related items. Date 1:-04, *** * * * * 3

500 Mero Street

Frankfort, Kentucky 40601

facil to Bell Derton 6/14/02

Standard 10 - D Accident Report (Sample for "None.")

Central ATC Electricity Euront year

CABINET FOR WORKFORCE DEVELOPINENT **ACCIDENT REPORT FORM**

(please write legibly)

Name	Student 🛛	Employee O	Date/Time of Occurrence	
Address			Facility	Region
Age Dept./Class			High School (if applicable)	
Social Security Number			Day's lost from school/work .	·
	Puncture Scald Scratch Shock Spran Othe cut, third finger, left h	Ex and, etc.)	PART OF BODY INJU Abdomen	O Head O Knee L — R— O Leg L — R. O Mouth O Other
	DESCRIPTION	ON OF ACCIDE	NT	
Did accident occur while in an	instructional or work	activity? If a	no, explain	
Specify any machine, equipme	ent, or tools involved_			
Were proper machine guards Was student / employee giver Was student / employee doing Was student / employee using	safety orientation? _ assigned work?	If :	scribe Safety Equipment Safety Equipment was not in use as high school notified (if applical	
Was this accident due to fault	y equipment?Act	tion taken to pre	event recurrence	
Was supervisor present at acc	sident? If n	o, explain		
Did student / employee have p	permission to use equip	oment? If a	no, explain	
KDAT/FC APPROV 1501 - 034 8	ED //94		FOR SAFETY SECTION US	

Date Run: 3/22/0_

9:56 A.M. Page 1

Central ATC Student Class Roster by Course

Teacher: Bennett, William

Room: TECH

Days Met: MTWHR

Course: AUT 160 & 161 Suspension & Steering

Term: 1

Period 3 Length: 1

(*) Withdrawn Student

ID	Student Name	Birthday	Grade	Home Room	Gende	rEthnic Bus	Age
400304101	Bailey, Dick	09/18/87	12	1201	M	1	17
402319212	Barker, Lewis	12/21/87	10	1001	M	1	17
297549383	Drury, Eugene	10/22/89	09	0903	M	1	15
401224464	Elkins, Tom	09/14/88	10	1005	M	1	16
405679375	Gaines, John	06/28/89	10	0905	M	1	15
400873926	Goddard, Mac	05/10/89	10	1006	M	1	15
403337227	McDonald, Shirley	08/04/88	10	1008	F	1	16
402487518	Metcalf, Shannon	09/05/88	11	1108	F	2	16
404284149	Murphy, Brandon	10/16/88	09	0911	M	1	16
400310641	Ogun, Ben	11/23/87	11	1103	M	2	17
405876312	Ross, Estill	05/07/89	09	0913	M	1	15
400875423	Russell, Charles	02/23/87	12	1206	M	2	18
404969434	Stigers, Wayne	05/12/87	11	1104	M	1	17
402982545	Watson, Larry	09/25/89	09	0915	M	1	15
589404746	Willard, Rodney	03/02/90	09	0915	M	1	15
405543287	Wilson, Henry	06/13/89	09	0915	M	1	15

Total Male Female 16 14

East Central High School

Date Run: 3/22/0_ 9:56 A.M.

Page 2

Central ATC Student Class Roster by Course

Teacher: Bennett, William

Room: TECH

Days Met: MTWHR

Course: AUT 160 & 161 Suspension & Steering

Term: 1

Period 3

Length: 1

(*) Withdrawn Student

() William	II Student						
ID	Student Name	Birthday	Grade	Home Room	Geno	derEthnic Bus	Age
400105003	Bailey, Todd	09/20/87	12	1201	M	1	17
402418814	Bishop, Tonya	12/23/87	10	1001	F	1	17
	* 1	10/15/89	09	0903	M	1	15
297242085	Couch, Bob	10/13/07	0)	0705		_	

Total Male Female 03 02

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Date Run: 3/22/0_ 9:55 A.M.

Page 1

Central ATC Student Class Roster by Course

Teacher: Bennett, William

Room: TECH

Days Met: MTWHR

Course: ADX 170 & 171 Air Conditioning

Term: 1

Period 2 Length: 1

(*) Withdrawn Student

(*) William	Student Name	Birthday	Grade	Home Room	Gende	erEthnic Bus	Age
ID		09/18/87	12	1201	M	1	17
400304101	Bailey, Dick	12/21/87	10	1001	M	1	17
402319212	Barker, Lewis			0903	F	1	15
297549383	Croucher, Judy	10/22/89	09			1	16
401224464	Elkins, Tom	09/14/88	10	1005	M	1	
405679375	Gaines, John	06/28/89	10	0905	M	1	15
400873926	Goddard, Mac	05/10/89	10	1006	M	1	15
403337227	McDonald, Shirley	08/04/88	10	1008	F	1	16
403337227	Metcalf, Shannon	09/05/88	11	1108	F	2	16
•	,	10/16/88	09	0911	M	1	16
404284149	Mullins, Jim	11/23/87	11	1103	M	2	17
400310641	Ogun, Ben		09	0913	M	1	15
405876312	Parrish, Don	05/07/89		1206	M	2	18
400875423	Rowe, Charles	02/23/87	12			1	17
404969434	Stigers, Wayne	05/12/87	11	1104	M	1	
402982545	Watson, Larry	09/25/89	09	0915	M	1	15
589404746	Willard, Rodney	03/02/90	09	0915	M	1	15
405543287	Wilson, Henry	07/13/89	09	0915	M	1	15
403343267	W 115011, 110111 y						

Total Male Female 16 13

East Central High School

Date Run: 3/22/0_ 9:55 A.M.

Page 2

Central ATC Student Class Roster by Course

Teacher: Bennett, William

Room: TECH

Days Met: MTWHR

Course: ADX 170 & 171 Air Conditioning

Term: 1

Period 2 Length: 1

(*) Withdrawn Student

ID	Student Name	Birthday	Grade	e Home Room	Geno	derEthnic Bus	Age
400305003	Bailey, Todd	09/18/87	12	1201	M	1	17
402318814	Bishop, Joe	12/21/87	10	1001	M	1	17
297542085	Couch, Lucas	10/23/89	09	0903	M	1	15

Total Male Female 03 03

Date Run: 3/22/0_ 9:53 A.M.

Page 1

Central ATC Student Class Roster by Course

Teacher: Bennett, William

Room: TECH

Days Met: MTWHR

Course: AUT 110 & 111 Brake Systems

Term: 1

Period 1

Length: 1

(*) Withdrawn Student

3 /	Student Nama	Birthday	Grade	Home Room	Gende	rEthnic Bus	Age
ID	Student Name					1	17
400304001	Bailey, Tom	09/19/87	12	1201	M	1	
402319812	Barker, Levi	12/20/87	10	1001	M	1	17
297549083	Croucher, David	10/22/89	09	0903	M	1	15
401224564	Elkins, Randall	09/15/88	10	1005	M	1	16
405679875	Gaines, Rashad	06/29/89	10	0905	M	1	15
400873426	Goddard, Ben	05/11/89	10	1006	M	1	15
403337127	McDonald, Gary	08/01/88	10	1008	M	1	16
402487618	Metcalf, Shannon	09/04/88	11	1108	M	2	16
404284049	Mullins, Lester	10/15/88	09	0911	M	1	16
400317641	Ogun, Lee	11/22/87	11	1103	M	2	17
405872312	Parrish, Brandon	05/06/89	09	0913	M	1	15
400873423	Rowe, Bryan	02/22/87	12	1206	M	2	18
404965434	Stigers, Alan	05/11/87	11	1104	M	1	17
402986545	Watson, Evan	09/24/89	09	0915	M	1	15
589408746	Willard, Robert	03/01/90	09	0915	M	1	15
405541287	Wilson, Noel	07/12/89	09	0915	M	1	15

Total Male Female 16 16

East Central High School

Date Run: 3/22/0_ 9:54 A.M.

Page 2

Central ATC Student Class Roster by Course

Teacher: Bennett, William

Room: TECH

Days Met: MTWHR

Course: AUT 110 & 111 Brake Systems

Term: 1

Period 1

Length: 1

(*) Withdrawn Student

ID	Student Name	Birthday	Grade	e Home Room	Gen	derEthnic Bus	Age
400304003	Bailey, James	09/19/87	12	1201	M	1	17
402319814	Bishop, Levi	12/20/87	10	1001	M	1	17
297549085	Couch, David	10/22/89	09	0903	M	1	15

Total Male Female 03 03

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Page 1

Central ATC Student Class Roster by Course

Teacher: Bennett, William Room: TECH Days Met: MTWHR Course: AUT 160 & 161 Suspension & Steering Term: 1 Period 3 Length: 1

(*) Withdrawn Student

iD	Student Name	Birthday	Grade	Home Room	Gende	rEthnic Bus	Age
400304101	Bailey, Dick	09/18/87	12	1201	M	1	17
402319212	Barker, Lewis	12/21/87	10	1001	M	1	17
297549383	Drury, Eugene	10/22/89	09	0903	M	1	15
401224464	Elkins, Tom	09/14/88	10	1005	M	1	16
405679375	Gaines, John	06/28/89	10	0905	M	1	15
400873926	Goddard, Mac	05/10/89	10	1006	M	1	15
403337227	McDonald, Shirley	08/04/88	10	1008	F	1	16
402487518	Metcalf, Shannon	09/05/88	11	1108	F	2	16
404284149	Murphy, Brandon	10/16/88	09	0911	M	1	16
400310641	Ogun, Ben	11/23/87	11	1103	M	2	17
405876312	Ross, Estill	05/07/89	09	0913	M	1	15
400875423	Russell, Charles	02/23/87	12	1206	M	2	18
404969434	Stigers, Wayne	05/12/87	11	1104	M	1	17
402982545	Watson, Larry	09/25/89	09	0915	M	1	15
589404746	Willard, Rodney	03/02/90	09	0915	M	1	15
405543287	Wilson, Henry	06/13/89	09	0915	M	1	15

Total Male Female 16 14 2

East Central High School

Date Run: 3/22/0_ 9:58 A.M.

Page 2

Central ATC Student Class Roster by Course

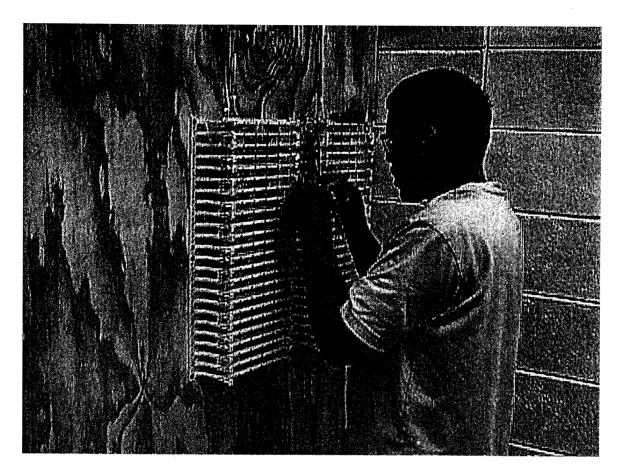
Teacher: Bennett, William Room: TECH Days Met: MTWHR Course: AUT 160 & 161 Suspension & Steering Term: 1 Period 3 Length: 1

(*) Withdrawn Student

() William	11 500000111						
ID	Student Name	Birthday	Grade	Home Room	Geno	derEthnic Bus	Age
400105003	Bailey, Todd	09/20/87	12	1201	M	1	17
402418814	Bishop, Tonya	12/23/87	10	1001	F	1	17
297242085	Couch, Bob	10/15/89	09	0903	M	1	15

Total Male Female 03 02 1

STANDARD 11



Telecommunications Lab

10-4- _-

Oxyfuel Gas Processes

OXYFUEL GAS WELDIN	G (OFW) SAFETY TEST
Name	
Date Class	
Instructor Duider	Test grade 10%
OBJECTIVES: You will be able to demonstrate he welding outfit. You will also be able to discuss the ing and welding with this equipment.	ow to assemble the parts of an oxyacetylene gassafety precautions to be followed when assemb
INSTRUCTIONS: Read all of Chapter 5 and study to oxyfuel gas welding equipment presented in Chapter 5.	he Figures in it. Also review the information abou pter 4.
1. Where should the welder stand when the ox	cygen or fuel gas cylinder is opened?
 Behind the regulator and gauges. 	
b. In front of the regulators and gauges, to	see them better.
(c) To one side of the regulator and gauges.	
d. Away from the torch.	,
e. Anywhere near the welding outfit.	
2. Where must the torch be at all times while in the welders hand	τ is lighted?
3. The fuse plugs on an acetylene cylinder will	normally melt at a temperature of
release the acetylene.	
a. 100°F (38°C).	
(b) 212°F (100°С).	
c. 2400°F (1315°C).	
d. 675°F (357°C).	
e. 180°F (82°C).	
4. When cylinders are moved or stored, they m	ust have a safety <u>Caf</u> screwed in place
5. The five steps required to shut down an oxy	acetylene welding/cutting outfit are listed below
but are not in order. Use the space to the le	ft of each step to place them in the correct orde
by writing the numbers 1-5.	
2 a. Completely close the acetylene and	l oxygen cylinder valves.
5 b. Turn the regulator adjusting screws of both regulators.	on both regulators out, until they feel loose, to clos
$\underline{3}$ c. Open both torch valves. This will a	llow all the gases in the system to escape.
i_ d. Turn off the flame, Close the acety	lene torch valve, then the oxygen torch valve.
य e. After all the pressure gauges read	zero, close both torch valves.

6	. The ele	ven steps required to properly open an oxyacetylene gas welding outfit are listed below,
	but are	not in the correct order. Put them in the correct order by writing the numbers 1-11 in
	the blar	nks.
	 a.	Make certain the regulators are closed before opening the cylinder valves to prevent damage to the regulators and gauges. See Fig. 5-5. This is done by turning the regulator adjusting screws counterclockwise on both the oxygen and acetylene regulators. Continue to turn them counterclockwise (outward) until the adjusting screw feels loose in the regulator threads.
	<u>4</u> b.	Slowly open the acetylene cylinder valve about 1/4 to 1/2 turn. See Fig. 5-7. This will provide enough acetylene for most purposes. Use the proper size wrench for the cylinder valve. Leave the wrench in place so that the cylinder can be turned off quickly in an emergency.
	<u></u> c.	Open the acetylene torch valve, making one complete turn counterclockwise.
	d.	Visually check the torch, valves, hoses, fittings, regulators, gauges, and cylinders for damage.
	,	Close the oxygen torch valve. Check the oxygen regulator for leaks. See the heading CHECKING FOR LEAKS in Chapter 5.
	<u>8</u> f.	Close the acetylene torch valve. Check the acetylene regulator for possible leaks as discussed under the heading, CHECKING FOR LEAKS .
	<u> </u>	Slowly open the oxygen cylinder valve. Remember that pressure in this cylinder may be 2200 psig (15.17 MPa). A rapid flow of this high pressure could rupture the regulator diaphragm or gauges. Continue to turn the cylinder valve counterclockwise until it is fully open. The oxygen cylinder valve may leak if it is not fully opened.
,	<u>9</u> h.	Open the oxygen torch valve about one turn counterclockwise.
	_2 i.	Turn the acetylene regulator screw in (clockwise) until the working pressure gauge reads the correct working pressure. See Fig. 5-8. The correct working pressure depends on the tip size used. Refer to Fig. 4-29 or the tip manufacturer's suggestions.
	_ 3 _ j.	Stand to one side of the regulator while you open the cylinder valves, as shown in Fig. 5-6. A regulator or gauge that bursts could cause severe injury.
	10 k.	Turn the oxygen regulator adjusting screw in (clockwise) until the correct working pressure is set for the torch tip used.
7.	The regu	lator adjusting screw should be turned and the cylinder opened
		to prevent the gauges from rupturing or bursting.
(<u> </u>	slowly.
	b. In, sl	owly.
	c. Out,	quickly.
	d. In, qu	iickly.
8.		ot be overtightened. True of False?
9.	Acetylen	e as a pure gas is explosive at pressures above 45 psig (103,4 kPa).
10.		orking pressure gauge shows a drop in pressure after the working pressure is set and valves are closed, something must be leaking. List two things that may be leaking.

Oxyfuel Gas Processes

1 1	. When doing oxyfuel gas welding, what number filter lens should be used in the weldir.
	a. #2—#3,
	(b. #4-#6.
	c. #8-#10.
	d. #10—#12.
	e. #12—#14.
12	. The fuel gas cylinder opening should be cleaned before attaching the regulator. The opening shoul
	be pointed away from all workers in the area. No flames or sparks can be present when this
	valve is briefly opened. True or False?
12	
10	Name three items which should never be carried in shirt or trouser pockets while welding.
	Mastic cooks, Marches, Butane lighters
14	. The oxygen and fuel gas hoses should never be placed in an area where they can be run ove
	by cars, lift trucks, or other mobile equipment. True or False?
15.	Oxygen and acetylene cylinders must be secured to a wall, column, or portable hand truck. Which
	of the following should be used? Circle all correct answers.
	a. Wire.
((b) Chain.
	c. Rope.
(d Steel bands.
	e. None of the above.
16.	If the high pressure gauge loses pressure after the cylinder is turned on, and the regulator ad-
	justing screw is turned all the way out, what may be leaking?
	regulator-te-cylinder Pitting
17	\mathcal{O}
• • •	After setting the correct oxygen and acetylene working pressures, a leaking regulator valve (needle
	and seat) is indicated if the working pressure gauge continues to rise. True or False?
18.	What should be done if a leaking regulator valve is found?
	Close cylinder values and shur down the outfit
19.	The regulator is opened by turning the regulator adjusting screw out until it feels loose in its
	threads. True of False?
20.	a. Oxygen hoses are what color and have what type threads?
20.	
	b. Fuel gas hoses are what color and have what type threads?
	hard.

Standard 11 – B Student Safety Safety Tests (example by student) Page 4 of 4

21.	Why is a match never used to light the oxyfuel gas flame? Write your answer on the lines below:
22.	The wrench used to open and close the acetylene cylinder valve should be left in place on the valve at all times that the cylinder is in use True or False?
23.	About how far should the torch acetylene valve be opened before the flame is lighted?
	a. One full turn.
	b. 1/2 turn.
	c. 1/4 turn.
	d. 1/8 turn.
	e. 1/16 turn.
24.	Petroleum-based products should never be used to lubricate the fittings on an oxyacetylene out-
	fit. Name three products that may be petroleum-based.
	soul, or case
25 .	What type wrench should be used to tighten or loosen the hex nuts on the regulator, torch, and hoses?
	Aproper fitting open end wrench

SHIELDED METAL ARC WELDING SAFET! TEST

Name .	
Date Class	(
Instructor Scioles	Lesson grade 10%
able to describe the safety precautions that must and welding with the shielded metal arc.	correctly assemble a SMAW outfit. You will also be be observed when working with SMAW equipment
INSTRUCTIONS: Review the material in Chapters in Chapter 14. Answer the questions below:	11 and 12 and read SMAW SAFETY PRECAUTIONS
1. What is the temperature of the shielded me	etal arc?
a. 2500 °F.	
b. 3590°F.	
<i>G</i> 6500°F.	
d. 3500°C.	
e. 1370°C.	
2. Is it advisable to wear ear plugs while SMA	
3. The polarity switch should never be change	
4. What part of a complete SMA welding stati	on is missing in the list below?
Chipping hammer and wire brush.	Welding table.
Arc welding machine.	Electrode and work leads.
An electrode holder. Dood Kentilat	A helmet and lenses.
Covered electrodes.	Welding booth or screen.
5. Which type arc welding machine is best for	manual arc welding?
a. AC.	
b. DC,	
(a) cc.	
d. CV.	
e. CB.	
6. Which term below tells the welder how land t	the welding machine can be used during each ten-
minute period?	

a. Open circuit voltage.

e. Welding allowance.

c. Rated output current rating.d. Input power requirements.

Duty cycle.

7.	If it is necessary to replace a lug on a welding lead, the lug may be attached by mechanica. Shifted ing or by Doubleway.
8.	The handle of the electrode holder is well-insulated to protect the welder from electrical shock.
	True or False? True
	Placing a hand and wet glove on the worktable or efectrode while welding may cause the welder to receive
10.	The welding filter lens filters out 99.5% of the infection rays and 99.75% of the
11.	It is advisable to have a while welding in an area where a fire may occur. (a.) Fire watch. b. Smoke alarm.
	c. Safety interlock.
12.	A #10—#14 filter lens is used when doing SMAW, depending on the size of the electrode or amperage used. True or False?
	What may welders wear to protect their eyes from arc flashes from behind the arc shield? a. A large cap. b. A leather cape. c. A high collar. d. Flash goggles with a #1—#3 lens. e. Goggles or glasses with a #10 lens.
14.	To protect the welder from toxic fumes, it is best to exhaust the fumes from the welder's head. (a) Above.
	b. Below. c. Behind.
15.	Always wear chipping goggles when chipping the slag from a weld. True or False?
16.	leave on the electrode or workpiece leads can cause
	serious injuries due to electrical shock.
1 7 .	The electrode or electrode holder must be in contact with the workpiece or work table when the arc welding machine is turned on. True or False?
18.	To prevent electrical shock, the power to the arc welding machine must be whenever a safety check of the welding station is made.

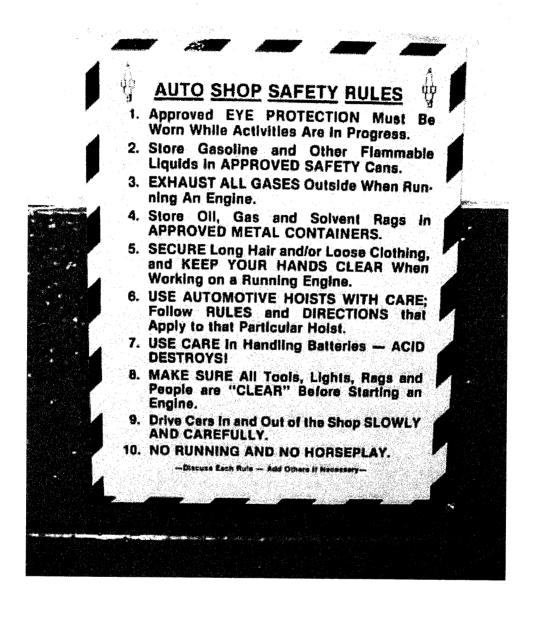
19.	. Holes in the side curtains or walls ω, the arc welding booth may cause arc flashes to
	a. The welder.
	b. The welding machine.
	(c.) Workers in the shop.
	Workers in the next booth.
	e. All of the above.
20.	The polarity of a DC welding machine can be made by moving the polarity switch or by changing the Dictional lead and the Diction lead.
21.	Coarse amperage range adjustments may be made by moving a lever on the face of the machine or by changing the lead positions in the jack; on the machine. True or False?
22.	When arc welding in any position, the collar on the welder's coveralls or shirt must be Luttona
23.	Gauntlet type welding gloves are the best type to use when welding out-of-position. True or False?
24.	make current changes with the electrode touching the workpiece, work
	table, or while welding.
	a. Always.
((b) Never.
25.	Which of the metals or materials listed below may produce toxic (harmful) fumes when welding
	is done on them or near them?
	(a) Cadmium.
	(b) Zinc.
(C Lead.
4	d Chlorinated hydrocarbons.
	e. High-carbon steel.

Monthly Safety Inspection Checklist

SCHOOL: Central ATC	Program: Out	Month/Year:	
P	Program Safety Co	mmittee	
Teacher signature: William Benn	uet	Student signature:	lou Care
Student signature: John Carpenter		Student signature:	Javid Willis
Recommendations should be made in all cas	ses where a "U" is in mmendations by indica	dicated, using the space bel ating the number of the item	ow. Designate the items
Recommendations: 18-Check or	der for new	Confer	
	0		
Actions to recommendations: Quelu	has her pl	ear #1 48	
Actions to recommendations: <u>Order</u> New gupment news to be	Loodly o	ton apparent	~ place - #1
Check the appropriate letter, using the following 5 - Satisfactory (needs no attention) U		ds immediate attention)	N/A - Not Applicable

	·	,	
GENERAL PHYSICAL CONDITION	S	U	N/A
1. Machines, benches, and other equipment are arranged so as to conform to good safety practices.	~	1	
2. Stairways are clear of clutter and spills	-		من
3. Aisles are clear of obstructions and clearly marked.	5/		
4. Floors are clean and free of wires, tools, etc.	10		
5. Walls, windows, and ceilings are well constructed and free of hazards.	/		
6. Illumination is safe, sufficient, and well placed.	~		
7. Ventilation is adequate.	1		
8. Temperature is within established guidelines.	1		
9. Fire extinguishers are of proper type, adequately supplied, properly located, and maintained.	V		
10. Instructors and students know location of and use of proper type extinguishers for various fires.	in		
11. The number and location of exits are adequate.	u		
12. Proper procedures have been formulated for emptying rooms of students and taking precautions in case of emergencies.	~		
13. Lockers are inspected regularly for cleanliness and fire hazards.	1		
14. Locker doors are kept closed.			
HOUSEKEEPING	S	U	N/A
1. General appearance as to orderliness.	-		
2. Adequate and proper storage for tools.	2		
3. Benches are kept orderly.	~		
4. Corners are clean and clear.			
5. Special tool racks kept in orderly condition and provided at benches and machines.	10		
6. Tool, supply, and/or material room are orderly.			
7. Sufficient scrap boxes are provided.		î	*******
8. Scrap stock is put in scrap boxes promptly.		V	
9. Materials are stored in an orderly fashion and in a safe condition.	مء		
10. A spring lid metal container is provided for oily rags and waste.	1		
11. All waste materials and oily rags are placed in containers.	1		
12. Containers for oily rags and waste materials are frequently and regularly emptied.	1		

13. Dangerous materials are stored in metal cabinets.	1		_
14. Shop/lab is sanitized to meet health code where appropriate.	1		Page
EQUIPMENT	S	U	N/A
1. Machines are arranged so workers are protected from hazards of other machines, passing students,	1		2
etc.		1	
2. Dangerous areas are properly indicated.	V		
3. All equipment control switches are easily available to the operation.	1		
4. All machines are "locked out" when the instructor is out of the room.	V		
5. Brushes are used for cleaning equipment.	V		
6. Non-skid areas are provided around machines.	V		
7. Machines are in safe working order.	10		
8. Machines are properly guarded to comply with safety codes.	V		
9. Adequate supervision is maintained where students are using machines and dangerous tools.	V		
10. Tools are kept sharp, clean, and in safe working order.	1		
11. Cooking and eating utensils and equipment are properly disinfected.	1		
PERSONAL PROTECTION	s	U	N/A
1. Safety glasses/goggles/eye protection are provided and required for all work when eye hazards			
exist.			ı
2. If individual goggles are not provided, hoods and goggles are properly disinfected before use.	1	\vdash	
3. Shields are provided for electrical welding.	+		
4. Aprons or shop coats are worn in the shop.	ノ	\vdash	
5. Rings and other jewelry are removed by students when working in the shop.	1	 	
6. The proper kind of wearing apparel is worn for the job being done.	1		
7. Leggings, safety shoes, etc., are worn in special classes requiring such protection.		 	
8. A respirator is used when spraying in the finishing room.	1		
INSTRUCTION			N/A
Shop safety is taught as an integral part of each teaching unit.	S	U	
2. Safety rules are posted.			
3. Printed safety rules are given to each student.	1		
	./		
4. Students sign the safety agreement.5. The shop/classroom completes a monthly safety inspection.	<i>i</i> ⁄		
	<u> </u>		
6. There is a shop/classroom safety committee.	V		
7. Safety contests are promoted.			
8. Videos are used in safety instruction.	/		
9. The shop/classroom has a safety suggestion box.	_/		
10. Safety tests are administered.	- 6/	$- \downarrow$	
11. Safety posters are posted in the shop/classroom.			
12. Industry representatives give presentations on safety.	V	\longrightarrow	
13. Tours are taken of industrial plants as part of safety instruction.	1	\longrightarrow	
14. Industry representatives make safety inspections of the shop/classroom.	/		
ACCIDENT REPORTS	S	U	N/A
1. Adequate accident statistics are kept.	1		
2. Accidents are reported to the proper administrative authority.			
3. A copy of each accident report is filed with the Office of Career Technical Education, Principal,			
Central Office, or appropriate authority.	V		
4. Accident reports are analyzed for instructional purposes and to eliminate hazards.	~		
FIRST AID	s	U	N/A
1. An adequately stocked first aid cabinet is provided.	v		
2. The first aid is administered by a qualified individual.	~	$\neg +$	
3. The school has two or more individuals qualified to administer first aid.			













Automotive Technology Lab

AUTOMOTIVE SAFETY RULES

)

- 1. Absolutely no horseplay.
- 2. Safety glasses will be worn at all times while in the shop.
- 3. Electrical equipment will be unplugged when not in use.
- 4. Floor will be kept clear and clean at all times.
- 5. Guides will be set and wheels checked before use on grinding equipment.
- 6. Floor dry will be used on all oil and grease spills.
- 7. Drip pans will bed used on all units containing oil when being worked on.
- 8. Equipment will be stored in designated area when work is completed.
- 9. Parts lids on cleaning containers will be closed when not in use.
- 10. Jack stands will be used on all equipment being elevated.

By signing below, I acknowledge that I/we have read, understood, and agree to obey all shop safety rules as explained by this program's instructor.

Student (Print)

Student (Signature)

Tim Goodman

Parent

Parent

Parent

1 🗀	SAFETY
•	Safety is the most important rule of this class.
2 🗂	HORSEPLAY
	Horse play will not be tolerated in this class.
	• Wrestling, pushing, shoving, tripping, and hitting each other are forms of horseplay.
	• There is no exception to this rule.
3 🗂	Eye Glasses
	 Safety Glasses are to be worn at all times in the Shop. They must be OSHA approved.
	Prescription glasses do not count as safety glasses
	You will not be allowed in shop without safety glasses
4	Jewelry
	• Jewelry is not allowed in shop area at any time.
	 Jewelry must be removed and stored in your pocket or locker.
	This includes watches, rings, earrings, etc
5	Hair
	 Hair that is shoulder length or longer is to be worn in a pony tail and under an approved hat.
	There is no exception to this rule
6 🗀	Clothing
1	• Shoes
[2]	Work style construction
	No tennis shoes Oil resistant
	• Steel toe recommend
7 🗀	Clothing
1	• Pants
2	No dresses in shop
	Work style full length
	Must be worn at waist (not down around your butt)
. E	Be aware that they will get dirty Classic and they will get dirty
8 🗀	Clothing
2	• Shirts
4	Button up or pull over shirts only I and elegand must be buttoned or miled up timbel.
	 Long sleeves must be buttoned or rolled up tightly Must also be tucked in at waist
	Remember your shirt will get dirty

9 🗀	Clothing
	• It is sugges
	• These may
0 (=)	Vahiolog

- It is suggested to get a set of overalls to protect your every day clothing.
- These may be easily removed when needed.

10 🗀 Vehicles

- Any time you are to start a vehicle with the hood up you are to call "CLEAR" and then wait for a response before engaging the starter!!!
- · Look before you back up

11 D Vehicles

- When vehicles are lifted with Challenger lifts you must abide by all safety rules that are posted on lift.
- You must also have had a course by the instructor before using lift.

12 Vehicles

• When Vehicles are lifted off ground by means other than Challenger lifts they are to be supported by Jack stands.

13 Vehicles

- When students are in cars that are in the shop the windows are to be down with doors unlocked.
- No radios are allowed to be on during shop time.

STANDARD 12

School
Registration
Summary
Repo

0.00	Amount Paid Balance Due											
0.00			0	0							13	School Totals
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0.00	0.00	0.00	0	0	0	0	0	0	0	QВ	SS	Hayden
0.00	0.00	0.00	0	0	0	0	0	0	0		SA	iart
0.00	0.00	0.00	0	0	0	0	0	0	0	QВ	SS	Ď
0.00	0.00	0.00	0	0	0	0	0	0	0	QВ	SS	ler
0.00	0.00	0.00	0	0	0	0	0	0	0	JA	SS	ıssell
0.00	0.00	0.00	0	0	0	0	0	0	0	RT	SS	ki, Tim
0.00	0.00	0.00	0	0	0	0	0	0	0	QВ	SS	se
0.00	0.00	0.00	0	0	0	0	0	0	0	WI	SS	kyler
0.00	0.00	0.00	0	0	0	0	0	0	0	ES	SS	Datrick
0.00	0.00	0.00	0	0	0	0	0	0	0	AT	SS	Matt
AMTDUE	REFUND	FEE	BK	AC	VA	VD VA	NO	FB	Team CC	Event	County Technology Center Class	School: Student

SkillsUSA KentuckyChampionships Contest Codes

NOTE: Some of these contests are team events. The number of team members is indicated in parentheses.

LEADERSHIP DEVELOPMENT CONTESTS

AN = American Spirit

CB = Chapter Business Procedure (6)

DI = Chapter Display

CS = Community Service (3)

DE = Debate(2)

ES = Extemporaneous Speaking

JI = Job Interview

O = Occupational Health and Safety-Single

OM = Occupational Health and Safety–Multiple

OC = Opening and Closing Ceremonies (7)

OS = Outstanding Chapter–Secondary

OP = Outstanding Chapter–Postsecondary

PS = Prepared Speech

PD= Pin Design

BB = Promotional Bulletin Board

QU = Quiz Bowl (5)

OCCUPATIONALLY-RELATED CONTESTS

CU = Customer Service

CP = First Aid/CPR

PT = Principles of Technology

RT = Related Technical Math

TQ = Total Quality Management (5)

TRADE, INDUSTRIAL AND TECHNICAL CONTESTS

VA = 3-D Visualization and Animation (2)

AS = Action Skills

AD = Advertising Design

AR = Architectural Drafting

MF = Automated Manufacturing Technology (3)

AT = Automotive Service Technology

AM = Aviation Maintenance Technology

BM = Building Maintenance

CM = Cabinetmaking

CY = Carpentry

BA = Commercial Baking

CT = Computer Maintenance Technology

CO = Cosmetology(2)

Standard 12 A&B – Student Organizations Technical & Leadership Development Page 3 of 3

CJ = Criminal Justice

CA = Culinary Arts

DT = Diesel Equipment Technology

EA = Electronics Applications

ET = Electronics Technology

FS = Food and Beverage Service

GC = Graphic Communications

HV = Heating, Ventilation, Air Conditioning and Refrigeration

IM = Industrial Motor Control

IW = Internetworking

JA = Job Skill Demonstration A

JB = Job Skill Demonstration B

MA = Major Appliance Technology

MT = Marine Service Technology

M = Masonry

ME = Mechatronics

NA = Nail Care (2)

PL = Plumbing

PE = Power Equipment Technology

PM = Precision Machining Technology

RW = Residential Wiring

RA = Robotics and Automation Technology (2)

SM = Sheet Metal

TW = TeamWorks (4)

TE = Technical Computer Applications

TD = Technical Drafting

TV = Television (Video) Production (2)

WE = Welding

OFFICIAL DEMONSTRATION CONTESTS

TP = Tech Prep Showcase (3)

NM = CNC Machining

NT = CNC Turning

TC = Telecommunications Cabling



Franklin County Career and Technical Center 1106 East Main Street Frankfort, Kentucky 40601

PH: 502-695-6790 FX: 502-695-6791 August 18, 200_

Officers Meeting

President Corey
Vice Pres Jamie 1
Secretary Latony
Treasure Aleesh
Reporter Leonal
Historian Aaron
Parliamentarian Nathan

All officers present for meeting.

Had short meeting in welding class with officers about Skill-USA contest on March 3 at CKTC. The meeting covered registration dead line is Feb 14, and the list of contestants needed to be completed by then. The PM treasure is resigning due to low grades and requested to be replaced ASAP so the new officer can attend the Leadership meeting in Frankfort Feb 15.

Jamie talked about fundraising, with ideas of car wash at Wal-Mart and K-Mart. Wal-Mart/ K-Mart would match monies raised up to 1,000 dollars. Wes (student in A.M welding class) donated car to welding class to be auctioned for fundraiser in Skills USA. Corey leads talked about candy sales at a dollar per candy bar and will cheek into availability.

Aleesha (Masonry Class) suggested that we construct a monument in front of the school to honor past principals and veterans. Masonry class would construct and the manufacturing class would assist in making nameplates for the new monument.

Meeting adjourned.

for for

Standard 12C Meeting Minutes (2) Page 2 of 2



Franklin County Career and Technical Center 1106 East Main Street Frankfort, Kentucky 40601

> PH: 502-695-6790 FX: 502-695-6791

Meeting Minutes

September 29, 200 —

Today's meeting began at 8:10 a.m. in Mr. Cline's room at the Career and Technical Center. Mr. Cline asked that all students sign the signin sheet (see file). Mr. Cline also indicated that the due date for the club dues has been extended from 9-301 to 10-8- The dues remain at \$12.00. We accept Cash, Money Orders and Checks. Checks and Money Orders should be made out to FCCTC.

Mr. Cline also discussed the need to nominate officers for this year. At the last meeting Mr. Cline indicated that he would be taking the nominations. Since the last meeting Mr. Cline has received two nominations. Mr. Cline indicated that he would be giving all of the teachers at the Career and Technical Center nomination forms to distribute to the students. He reminded the students to only nominate people that they felt could positively represent the Club.

Mr. Cline also discussed the need for fund raising this year. Since VICA/Skills USA plans on attending several field trips, we will require funding to pay for the bus, bus driver, substitute(s), and any admission fees. The club will be getting some money from the Coke Sales in the afternoon; however this will not be adequate. At the next meeting we will be discussing possible fund raising activities.

No questions were asked by the group and the meeting was adjourned at 8:18 a.m.

(entral ATC
VICA
(current year)
Plan of work

Sept—Open House for new membership
Nail driving contest
Elect Officers
Truss Contest
4-Cut Contest

Oct---Safety Lotto
Safety Poster Contest
(Eye)
Order Logo for Shirts and Coats

Nov---Christmas Parade Select Charity

Dec---Plan for Field Trip
All Around Student Contest

Jan---Open House For Spring Semester
Nail Driving Contest
Safety Poster Contest
Truss Contest
Four Cut Contest
Local Skill Contest

March-Regional VICA Skills Contest

April—Safety Lotto

May—VICA Job Fair
All Around Student Contest

SCHOOL ACTIVITY FUND ACTIV_-/ FUND LEDGER

F-SA-12

School FCCTC	2004-2005
Activity Fund \ \ \ \ \ \ \ CA	600

CTC	Date 2004	Check No.	Receipt No.	Item Description	Receipts	Expenditures	Balance
				Balance Forward			363.58
1212	7/27	_ 2502		FCPS Transportation		130.17	233.41
	10/6		1074	Membership Dues	216.00		449.41
	10/20		1078	Membership Dues	240.00		689.41
	11/14	251B		Membership Dues SkillsUSA-Membership		565,00	124.41
	2/14		1110	Baker Iron+ Wetal-Serap	224.80		349.21
	3/16	2541		FCPS Transportation Field		217.79	131.42
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	L	~					

SkillsUSA Membership Roster

SkillsUSA. Photocopy this form before you begin, in case you want to add additional members later.

FORM 10

Na(

Address

Check instructions for your state deadline.

Automotive Service Technology 70302

Type training area and number (see instructions), name and address.	b	Phone: (606 666 5153 Ext:
matrocholist, nume und dudiess.	r	State SkillsUSA School District:
TRAINING AREA & NUMBER	·	Oldie Okiii300A Octiool Disirici.
ADVISOR NAME		
⇔ SCHOOL NAME	d	Chapter No.:
SCHOOL ADDRESS		(If applicable in your state.)
CITY, STATE, ZIP CODE	е	E-mail Address ITTOCKe++@ BKEATHITT.KIZ.KY
	r	BKEATHITTIKIZIKYI
	Ī	Fax Number: ()

Arrival Date:

Standard 12F St/NTL Membership Page1 of 2

NATIONAL COPY STATE COPY

DEC - 6 200 -

		Breathitt Area Tech Center 2303 Bobcat Lane (Box 786) Jackson, Ky 41339	GEHOOL ADDRESS OF CITY, STATE, ZIP CODE OF E-mail Address TTOCKe++ OF Fax Number: () 6 0 6 - 6 6 6 5 3 9 4
Chapter Report	2a b	How many students are enrolled in your class? 4 If 100% of the class is joining SkillsUSA, check box How many of the SkillsUSA members are:	d (2) Check box if your class is in a Tech Prep program
If 100%, the totals for 2b & 2c should equal enrollment on Item 2a and total		White/Caucasian 18	Asian/Pacific Islander Hispanic/Latino Multicultural
on Item 4a.	C	How many: Male 16 2	Female

All states, except D.C., Guam, Illinois, Montana, North Dakota, Rhode Island, South Dakota, West Virginia, and Wisconsin-PS, Wyoming, are requesting for you to join at www.skillsusa-register.org

Apply for your login and password today. Instructions will be available on the web site. Please print and read them. If you join on the web, you do not need to fill out this form.

If joining on this form, list all student and professional members on the reverse side.

Jes –	3	a	b	(axb)	d (fill in if blank)	6 (axq)	f (c+e)
port		No. of Members	National Dues Rate	National Dues Paid	State Dues Rate	State Dues Paid	Total Dues
current	STUDENT						
ructions for	High School	18	\$ 7.50	\$ 13500	\$ 500	\$ 90 00	\$ 225 00
st of state s and state	College/PS		\$ 7.50	\$	\$	\$	\$
deadlines.	PROFESSIONAL					· · · · · · · · · · · · · · · · · · ·	
,	High School		\$ 13.00	\$	\$	\$	\$
	College/PS		\$ 13.00	\$	\$	\$	\$
				\$		*	\$ 22500
		Total Members		Total National Dues		Total State Dues	TOTAL DUES PAYMENT

Dues include \$1.30 for one-year subscription to SkillsUSA CHAMPIONS magazine.

Mailing Instructions: Make two copies. (One copy is for the national office and the other for the state office)

Sel wo copies with your PO, money order or check payable to SkillsUSA. PAYMENT MUST ACCOMPANY MEMBERSHIP

Man 10: SkillsUSA, Membership Dept., P.O. Box 3000, Leesburg, VA 20177-0300

UPS or overnight mail: SkillsUSA, Membership Dept., 14001 James Monroe Hwy., Leesburg, VA 20176

For additional forms or instructions call 800-355-8422. Download a form from www.skillsusa.org

SkillsUSA Memb	ership Koster	Page 2 of 2		
First, use the _ instructions to see	4a Student Members Drops and substitutions are not allowed. You may submit a typed list or computer printout; submit two copies	of each sheet. Number of members should equal totals for items 2b and 2c on the front si	de of this	cheat
if your state requires home	NAME HOME AD		5 C/P	
addresses.	1. or, Dennis	1.		Т
Second,	2. leth B.			
typ students	3. Richard		7	T
alphabetical order	4. ewis	•		T
(with addresses if required).	5. illiam T.	- L		\top
requireu).	6. Pavid P.			T
Check HS for	7. (evin			
high school or C/PS			/	T
for college/ps. Check C if a	9. nobert D.			T
student is completing	10. ry, Jeremy			Τ
training at the end	11. Shalen			T
of this school year and is not returning.	12. aryl			
	13. stin			
If you run out	14. ason			
of space,	15. Seth	L	/	
use an additional sheet. Submit two	16. Ashley	<u></u>		
copies of each	17. Ethan	314 L	/	
sheet and retain	18.)eanna	U	1_	
one for your records.	19.			
Student	20.			_
membership must	21.			<u> </u>
be sent to the National Office,	22.			
postmarked	23.			_
by March 1,	24.			$oxed{oxed}$
for s to be eligible us	25.			<u> </u>
confesionis,	26.			<u> </u>
delegates or	27.		—	<u> </u>
candidates at the	28.		1	I

Type **Professional** members and enclose dues for each person.

National

Leadership and Skills Conference.

Check HS for high school or C/PS for college/ps.

Include the address only if it is different from the school address on the front side sheet.

4b Professional Members

29.

30. 31. 32. 33. 34. 35.

~ !	HS	C/PS	NAME	ADDRESS, IF OTHER THAN SCHOOL (include city, state and ZIP code)
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RI	ļ			
nt :				
			·	

Standard 12 – G Student Organization Community Involvement



NELSON COUNTY

203 EAST MUIR AVENUE BARDSTOWN, KENTUCKY 40004

RHEA CUNDIFF
DIRECTOR

(502) 349-7006 (502) 349-7026 Fax

October 24,

VICA Club 1060 Bloomfield Rd Bardstown, KY 40004

Dear VICA Club,

During the holidays we have a few sponsors that call us on a yearly basis and request a family to assist. We wanted to let you know that we truly appreciate your willingness to give to others.

This year we have sent home an application with each student at Foster Heights and Cox's Creek asking that if they need aide during the holidays to fill out the application and send it back to school. This will allow us to know who is in need and how to match them to a sponsor. We have had a good response.

If you would be interested in assisting a family or families, please call us and we would be glad to match you with a family who needs aide.

Thank you,

Rhea Cundiff

RC/cv

STANDARD 13

WORKFORCE DEVELOPMENT CABINET DEPARTMENT FOR TECHNICAL EDUCATION OFFICE OF KENTUCKY TECH

WORK ORDER

	WOINT ONDEN		
		Date Recid	11-11-
		Date	
	<u> </u>	Completed	<i></i>
4		Program:	who lech
Name:	amela/Judson	Phone:	0
Address:	259 College Road		
City:	antific State: R/		060(
	JOB REPAIR INFØRMATI	ON	
Make:	Model:	Number:	
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above is to be per	formed by students as an educational process. । further under-	20% COST	
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	lied, as to the workmanship of the above described project	SHOP FEE!	1/5
	stand and agree that I will either furnish all same, materials, and	TOTAL	15
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פו פונונה הפפחואי	ir aach live work project requiring more than one heur labor. Studer	its are exempt from anop fee for	laggr.
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Printed for will	n siata funda.		8ey. 3/96

Rev. 3/96

Standard 13-A Public Relations
Outside Work Projects
Page 2 of 2

SCHOOL Central ATC
PROGRAM Office Dechnology

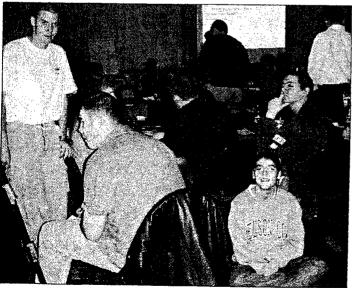
WORKFORCE DEVELOPMENT CABINET DEPARTMENT FOR TECHNICAL EDUCATION OFFICE OF KENTUCKY TECH WORK ORDER

	Date Rec'd	: //-/	
	Date Completed	: 11-5	
Name: Wanda Shomeson	Program:	Office -	
Address: 234 Calley St.	Phone:	223-5198	
City: handfut State: 16/	7in:	. (0.1	
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JOB REPAIR INFORMAT			
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CUSTOMER AGREEMENT	SUB TOTAL		
I understand and agree that the work to be performed which is described	SALES TAX	+	
above is to be performed by students as an educational process. I further under-	20% COST	1	
stand and agree that neither the school nor the student make any warranty, either	OF MATERIALS	1 1	
expressed or implied, as to the workmanship of the above described project.			
I further understand and agree that I will either furnish all parts, materials, and	TOTAL	5 00	
supplies necessary or reimburse the school for any parts, materials, or supplies			
furnished by them.			
Customer's Signature: <u>Jarda Thomps</u>	on	· ·	
Fifteen dollars for each live work project requiring more than one hour labor. Stude	nts are exempt from shop fee for	labor.	
Approved by Instructor: $-\!$			
Initialed by Administrator:			
Printed for with state funds.		Pay 3/06	

Education

Nelson County group attends 'Fluke' work shop





TOP — The state of Kentucky purchased a \$5,000 Fluke "One Touch" for Network Analyzer. From left are, Justin Jones, Joe Rucker, Eric Cissell, Deidra Weber, Doug Roberts (Fluke Corp.), Patrick Carroll, Michael Reese and Kyle Brooks. The group are all students of Valerie Ricchio at Nelson Co ATC. The workshop presented Protocol Inspector, Visio, Network Monitor with the One Touch. In addition, Joe Rucker won a \$500 networking tool.

CAA Peogean

February 200

Jefferson County Public Schools

The Southern

outhy

Southern High School Magnet Career Academy

Tech program to compete at Skills USA

By Jenny Tabler

Skills USA is a program that sponsors technology and trades in schools. It serves more than 264,500 high school and college students that are enrolled in training programs. These students compete to see who is the best at their trade. They compete at local, state and national levels. At Southern, we have many students competing in different areas of study:

Machine Tool Technol-

Matt: Nick



phies from the Skills USA competition.

Computer Repair: Billy Nick '

Automoti---Josh I Matt 👡

These students will compete locally on February 23, and if they win they will go on to the next completion. Nick Oerther, who is very excited to be comveting, explained his

task at the competition; "Every one will get the same type of computer with something wrong with it and the first one to correctly identify and correct the problem in the shortest amount of time wins."

If Nick or Billy were to make it to nationals, they will be declared "A+" certified. would save them quite a bit of money, since the test to become A+ certified costs approximately 3000 dollars. While Nick is in the program to test his knowledge for computer hardware, winning would be pretty nice too.

Southern teacher Cindy Kustes honored in her field

Mrs. Cindy Kustes, marketing teacher/DECA advisor at Southern High was recently honored by the Kentucky Retail Federation. She was selected with only 15 other teachers from Kentucky to participate in

Youth Opportuni-(YOR). The YOR tional employership model of the Link to Educadustry's School-According to Tod



ties in Retailing program is the naeducation partner-Retail Employer tion., the retail into-Career initiative. Griffin, Kentucky

YOR Program Director, "Cindy Kustes was chosen to participate this year because she is an exemplary teacher in Kentucky, and because she has a proven track record of working with the business community to provide real-world applications for students through her program.

Kustes will benefit from participating in this program through new and strengthened partnerships with local retailers, access to career focused, skill standards-based resources, and professional development opportunities that enhance student motivation and learning.

Congratulations to Mrs. Kustes,.

Congratulations to The Quick Recall Team for their second place victory in the Division Two Competition.

Coach. Athors Hall Seniors. Patricia Bekert, Jessica

ho-Luıci

Academic Help for Sõuthern Students

Tutoring: ...

Mondays-English-Mrs. Cron-Room 132-2:25-

Thursdays—Math—Ms. Byrum—Room 204—2:25— 3:40

One Spring ESS—February 28—March 3—Listen to announcements for registration deadline. This ESS applys to a class your student is currently taking, and can help with this semester's grade. It is NOT an upgrade 👌

There will be only one 15 day Ess this summer—Dates T.B.A.



The Nelson County School District, in partnership with the community, will provide diverse and individualized instructional services to inspire, enable and prepare all students to be responsible, successful members of the competitive global society.



Students .

discuss an assignment in their CAD class at the Nelson County Area Technology Center.

Tech center offers drafting By Alice Boblitt Kentucky Tech Teacher

We are proud to share the honor of "Program of the Month." This says a lot about my students.

The students who choose the computer-aided drafting program are generally interested in some type of engineering, design or architecture. They begin with a basic drafting course, which consists of the fundamentals of board drafting. This is followed by several course offerings in computer-aided drafting and 3-D visualization and animation.

Last year our school was fortunate to send several students to the National SkillsUSA/VICA competition in Kansas City, Mo.The students competed against other students from around the country. My program sent two young men in 3D visualization and animation. It was quite an experience for the students and our school as well. We are very proud of these young people.

Again, many of the students that enroll in my courses have a strong interest in engineering and/or architecture. Our program gives the high school student an excellent introduction to the computer-aided drafting and design field. If a student chooses drafting as a profession, it is best to continue education at a post-secondary facility. Most post-secondary programs are two years in length. The median wage for such an individual will range from \$15 to \$17 per hour. Should a student choose the engineering technician (two-year post-secondary) route earnings begin in the \$25,500 to \$27,500 range.

The median salary for an engineer in training is \$41,000 and the median salary for an intern-architect is \$35,200 and with eight to ten years experience \$54,700. This salary information was obtained from the U.S.Department of Labor's

Occupational Outlook Handbook.

Students who choose the engineer or architect path must receive a bachelor's from an accredited university, which may take four to five years. Many then go on for a master's degree. Several of my past students are now attending the University of Louisville Speed School and are enrolled in various University of Kentucky engineering and architectural programs.

Last year I took a group of students to the Speed School Engineering Days, where they entered the aluminum can airplane contest. They placed first in aesthetics and third in longest flight. We hope to take several teams again this year.

I really enjoy my students; they bring so many facets to the classroom. In some small way, I hope we inspire them to continue their education beyond our doors.



The Nelson County School District, in partnership with the community, will provide diverse and individualized instructional services to inspire, enable and prepare all students to be responsible, successful members of the competitive global society.

Kentucky Tech

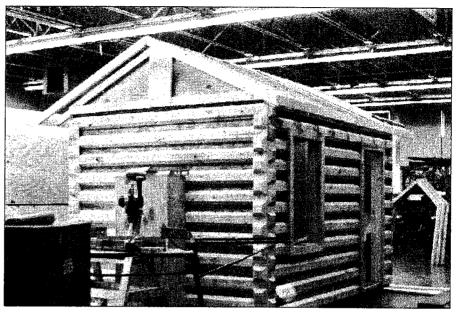


RIGHT: This cabin was made for Hodgenville's Lincoln Day Festival by carpentry students at the Nelson County Area Technology Center.

ABOVE:

eft, and

work on the roof of a cabin they are building as part of classwork.



Carpentry is wise choice for Kentucky Tech students

Story and Photos Courtesy of Kentucky Tech

Have an open spot in your schedule? Looking for an interesting, rewarding class to be a part of and you've already taken the Introduction to Safety and Construction classes? If so, you definitely need to consider George Trumbo's Carpentry class at Kentucky Tech, Nelson County Area Technology Center.

In carpentry, you get hands-on experience in class, working on the parts of a house such as roofs, walls and foundations. You also work with constructing storage sheds and gazebos. The classes sell the sheds and gazebos with the proceeds going toward VICA club funding.

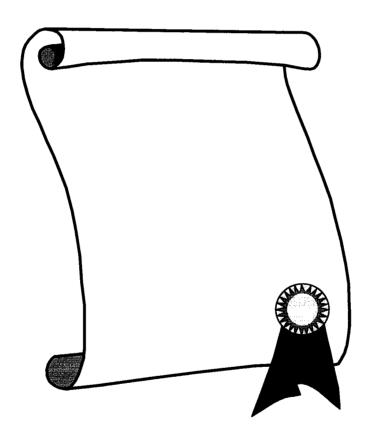
During these classes, you will get one-on-one instruction from the instructor as most of the classes average 18-20 students. Most of the students are males, but females are definitely encouraged to take any of the classes offered.

Students have the opportunity to be a part of the Vocational Industrial Club of America (VICA). Being a part of this club enables them to take part in several different competitions during the year. These competitions take place in Elizabethtown, Louisville and Indiana. Last year, four students went to Kansas City for a national competition.

There are many job opportunities for carpentry students and also students can earn college credit while they are still in high school. Students later receive certificates such as Carpentry Helper. The certificate codes may be transferred to Elizabethtown Technical College for college credit.

Central High School

Course Descriptions Catalog 200_-200_



505 Central Drive Frankfort, KY 40601

502-223-9867

Central High School Course Descriptions Catalog

Page 25 of 30

AUTOMOTIVE TECHNOLOGY

ADX 120 Basic Automotive Electricity

ADX 121 Basic Automotive Electricity Lab

High School Credit: 1

This course introduces the student to the principles, theories, and concepts of the automotive electrical system that include the unique diagramming, coding and locating of wiring, and component devices. The students apply the theory in the lab.

ADX 170 Climate Control

ADX 171 Climate Control Lab

High School Credit: 1

This course introduces the theory and operation of heating and air conditioning systems. Air conditioning terminology and how to service and troubleshoot mechanical and electrical circuits of heating and air conditioning systems are emphasized. The students apply the theory in the lab.

ADX 260 Electrical Systems

ADX 261 Electrical Systems Lab

High School Credit: 1

This course focuses on the theory and principles relating to automotive electrical/electronic components. The students apply the theory in the lab.

AUT 110 Brake Systems

AUT 111 Brake Systems Lab

High School Credit: 1

This course involves the operational theory and application of hydraulic and anti-lock brake systems; disc and drum brakes are discussed. The students apply the theory in the lab.

AUT 130 Manual Transmissions

AUT 131 Manual Transmissions Lab

High School Credit: 1

This course develops skills in the diagnosis and repair of manual transmissions and related drive train components (differentials, clutches, u-joints, rear wheel drive, and 4-wheel drive). The students apply the theory in the lab.

AUT 160 Suspension and Steering

AUT 161 Suspension and steering Lab

High School Credit: 1

This course presents the automotive suspension system, the diagnosing of suspension problems, identifying components, recognizing the wear problems, wheel balancing, and the use of alignment equipment. The students apply the theory in the lab.

Central High School Course Descriptions Catalog

Page 26 of 30

AUT 180 Automatic Transmission/Transaxle AUT 181 Automatic Transmission/Transaxle Lab High School Credit: 1

This course involves the study of the operating principles of rear and front wheel drive automatic transmissions and transaxles, and the testing and diagnostic process. The students apply the theory in the lab.

AUT 199 Cooperative Education I--1 High School Credit AUT 299 Cooperative Education II--2 High School Credits AUT 399 Cooperative Education III--3 High School Credits Prerequisite: Consent of Instructor

Coop provides supervised on-the-job work experience related to the student's educational objectives. Students who participate in the cooperative Education program receive compensation for their work.

BA 120 Personal Finance

High School Credit: .5

Information needed to make intelligent choices and take effective action in the management of personal resources is provided. Topics include financial planning, buying, borrowing, saving, budgeting, investing, insurance, and taxes.

WPP 200 Workplace Principles High School Credit: .5

This course examines the changing workforce and the skills needed to adapt constantly changing demands and expectations. The course includes, but is not limited to, problem solving, teamwork, time management, and self-management skills. Job-seeking and job-retention skills are taught through the development of resumes and job search materials. Maximum benefit is received if this course is taken in the latter part of the student's course.

Central High School Course Descriptions Catalog

Page 27 of 30

Central Office School Course Sequence

Cluster: <u>Transportation</u>

9th

Career Major: Automotive Technology

SECONDARY PLAN

 10^{th}

11th

12th

ACADEMIC CORE

English I	English II	English III	English IV
Algebra I	Geometry	Math Elective	
Science	Science	Health & PE	Science
Social Studies	History	Social Studies	Social Studies
	Art Appreciation		

TECHNICAL CORE

*BA 120 Personal Finance	CIS 100 Intro to Computers	AUT 110 & 111Brake	AUT 160 & 161 Suspension	A
(.5)	(.5)	Systems ¹	& Steering ³	E.
*WPP 200 Workplace	*WPP 200 Workplace	ADX 170 &171 Climate	AUT 180 & 181 Auto	Α
Principles (.5)	Principles (.5)	Control ²	Trans/Transaxle	S:
*CIS 100 Intro to Computers			AUT 130 & 131 Manual	*,
(.5)			Transmissions ⁴	19

^{*} Elective

NONDUPLICATED POSTSECONDARY PLAN

Freshman	Sophomore	Junior	Senior
ADX 150 Engine Repair (3)	COE 299 Cooperative Ed (1)		
ADX 151 Eng Rep Lab (2)	CIS 100 Intro to Computers (3) 6		
AUT 140 Fuel & Ignition (3)	Social Interaction (3)		
AUT 141 Fuel & Ign lab (2)	Heritage/Humanities (3)		
Math (3)	Oral Communication (3) ⁷		
Writing (3)			
AUT 142 Emission Sys (3)			
AUT 143 Emission Lab (2)			
AUT 240 Ctl Sys & Di (3)			
AUT 241 Ctl SysDi Lab (2)			
Science (3) ⁶			
64	1 . 1		

⁶Automotive Technician Diploma completed.



¹Automotive Specialty Technician – Brake Repairer O*Net completed.

²Automotive Specialty Technician – Air Conditioning Mechanic O*Net completed.

³Automotive Specialty Technician - Front End Mechanic O*Net completed.

⁴Automotive Specialty Technician – Transmission/Transaxle Technician O*Net and career major completed.

⁵Ground Transportation Electrician O*Net completed.

⁷Associate Degree in Automotive Technology completed.





September 26, Currenty sor

Eastside Center for Applied Technology Mr. Francis O'Hara 2208 Liberty Road Lexington, KY 40509

Dear Mr. O' Hara:

I would like to express my personal thanks to you and your automotive staff for the wonderful support we received at the Bluegrass Car Care Clinic. We had 20 or more students to help us throughout the event, most of them for the entire day. Some ate lunch standing in the lanes, working with the public with one hand full of pizza and the other testing tire pressure!

I also must comment on the attitudes of these young people. I was very encouraged by the politeness these young adults not only toward the event organizers, but to the public as well. They represented your school with honor, and we received many compliments about their excellent behavior and demeanor.

I found it very refreshing to be around these students. You can certainly be proud of them, for they are helping to dispel the unfair image of today's youth and will contribute to our industry's advancement in the future.

Sincerely,

Van D. Kirk

Co-Chair, Bluegrass Car Care Council

CC:

Mr. Bobby Riddle

Mr. Dallas Hall

Mr. Buddy Griffin

Mr. Jay O'Hair

MARCH OF DIMES AWARD

To

Automotive Technology Program Central Area Technology Center

For Participation in Walk for Kids

August 200_

Standard 13 –G Public Relations Bus/Ind./Educ Publications Page 1 of 3

KENTUCKY WOOD

PRODUCTS

COMPETITIVENESS CORPORATION



200 Annual Report



Highlights from the Area Technology Centers

The Kentucky Wood Products Competitiveness Corporation continues to expand our successful partnership with the Cabinet for Workforce Development and the Department for Technical Education through the Commonwealth's area technology centers. The wood manufacturing technology curriculum was developed in 1996 to prepare entry level employment skills for wood industry careers through cabinet making, furniture making and millwork certificate programs. Currently, wood manufacturing technology programs are offered at the Nelson County Area Technology Center, the Green County Area Technology Center and Webster County Area Technology Center while three new programs will come online in 2002.

Nelson County Area Technology Center (NCATC): In addition to running a successful day program for the secondary students, the program features co-operative education opportunities for the upper classmen. It produced the state winner for the 2001cabinetinaking contest sponsored by the Vocational Industrial Clubs of America (VICA).

Collaboration among the Bardstown Industrial Development Corporation, Nelson County Economic Development Agency, the Department for Employment Services, Lincoln Trail Area Development District, and the Kentucky Wood Products Competitiveness Corporation resulted in a retraining program for former employees of Bird Vinyl and Sumitok, Magnetics through an evening program during the spring semester. A high tech computer numerically controlled machining center was added over the summer months and is being integrated into classes at this time. According to Chris VerDow, instructor, their most unique project involved the complete restoration of an 1880's European boxcar provided to the Kentucky Railway Museum by France following WWII.



Green County Area Technology Center (GCATC) With a strong wood industry base located in Green and Taylor counties the wood manufacturing technology program has flourished since it was established in 1997 GCATC presently boosts the largest enrollment among KWPCC sponsored area technology programs with 50 students. Wes Clark, instructor, takes pride in an excellent placement rate. Wood product manufacturers representing a three county area have banned together to create a training consortium and have utilized the facilities for training and retraining purposes. Additionally the Center has been instrumental in the development of training grants through the Bluegrass state Skills Corporation and is working with the Kentucky Wood Products Competitioners.

Webster County Area Technology Center (WCATC). The wood manufacturing technology program at WCATC is the newest program, having opened in January 2001 as a collaborative enter among the Cabinet for Workforce Development the Webster County School System, the Kentucky Wood Products Competitiveness Corporation and the Webster County Fiscal Court

Much of the high tech equipment was supplied by the Kentucky Wood Prantets Competitiveness Corporation. Matching equipment funds were provided by the Department for Technical Education. The Webster County Fiscal Court contributed funds for upgrading the facility through the county's coal severance funds. According to Jim Judd, instructor, plans for the wood training program include offering high school students a viable, marketable skill upon certification, retraining adult workers throughout the region who have been displaced from the work force or need skills upgrade training. The program should be a major asset as economic development officials begin marketing the new regional industrial parks in western Kentucky.

Under Construction While most of the Commonwealth's 52 area technology centers were built in the late 1950's, a new day is dawning! Community leaders in Jackson, Lincoln and Monroe counties are presently building new area technology centers to better serve their communities. The new Jackson County Area Technology Center is scheduled to

Since its creation in 1994 KWPCC has assisted hundreds of Kentuckians in reaching their potential in the woodworking industry by awarding approximately \$25,000 annually through scholarships to students attending KWPCC sponsored training programs.

The organization has also made available approximately \$2 million in equipment to woodworking teaching labs, both secondary and post secondary institutions, as well as, assistance in developing curricula and attracting staff to these important educational programs.

open in January of 2002. The Lincoln County Area Technology Center and the Monroe County Area Technology Center will open in August of 2002. Each Center will feature the new wood manufacturing technology curriculum, further expanding the partnership between the Cabinet for Workforce Development and the Kentucky Wood Products Competitiveness Corporation.

Throughout the planning stages, the KWPCC staff has written specifications for equipment and provided technical assistance for the new programs.

For more information on wood industry career opportunities contact:



www.state.ky.us/agencies/ kytech/techhome.htm

Wood Manufacturing Technology Certificate Program

Green County Area Technology Center 102 Carlile Ave.

Greensburg, KY 42743 Phone: (270) 932-4263 Fax: (270) 932-3072

Contact: Wes Clark

Email: wesd.clark@mail.state\ky.us

Wood Manufacturing Technology Certificate Program

Nelson County Area Technology Center

1060 Bloomfield Road Bardstown, KY 40004

Phone: (502) 348-9096

Fax: (502) 348-9097

Contanct: Chris VerDow

Email:

christopherm.verdoy email state ky us

Wood Manufacturing Technology Certificate Program

Webster County Area Technology Center P.O. Box 230, 325 State Rt. 1340 Dixon, KY 42409

Phone: (270) 639-5035

Fax: (270) 639-5545 Contanct: Jim Jud

Email: jjudd@webspr.k12.kyns



www.kctcs.net

Forest & Wood Technology Program Associate in Applied Science

Hazard Community College Lees College Campus

Jackson, KY 41339

Phone: (800) 246-7521 Ext. 657 or

Ext. 656

Fax: (606) 666-4312

Contact: Don Barnes or Roland Fowler

Email: donald.barnes@kctcs.net Email: roland.fowler@kctcs.net Web Site: www.hazcc.kctcs.net

Wood Manufacturing Technology Diploma & Certificate Programs

Jefferson Technical College 727 West Chestnut Street Louisville, KY 40203 Phone: (502) 213-4242 Fax: (502) 595-4399 Contact: Grant Gamble

Email: grant.gamble@kctcs.net Web Site: www.kytech.edu

Advanced Wood Processing Certificate Program

Powling Green Technical College KY Advanced Tecnology Institute 1127 Morgantown Rd. Bowling Green, KY 42101

Phone: (270) 746-7461 Ext. 2122

Fax: (270) 746-7879 Contact: Brian Nichols

Email: brian.nichols@kctcs.net Web Site: www.bgtc.net/awp

Kentucky's Wood Industry



Technical Education Pays!

Manufacturing Technology Program Wood Products Option Raphalog of Science December 1985

Bachelor of Science Degree
Eastern Kentucky University

307 Whalin Technology Complex

Richmond, KY 40475-3115 Phone: (859),622-3232

Fax 2(859) 622-2357 Contact Dr. Ed Davis

Email: tecdavis@acs.eku.edu

Web Site: www.eku.edu

Forestry Program Bachelor of Science Degree

Department of Forestry University of Kentacky Literates Poe Cooper Building Literation, KY 4054 6-3115 Phone (859) 257, 7596

las (259) 25749086 Con act: Dr. Don Sraves

Email: dgraves@ca.uky.edu

Web Site: www.uky.edu/Agriculture

Forestry/forestry.html

Wood Industry Careers & Customized Training

Kentucky Wood Products Competitiveness Corporation 106 B Progress Dr. Frankfort, KY 40601

Phone: (502) 573-0328 or (888) 822-9663

Fax: (502) 573-053 Contact: David Row ette Email: rowlette@mis.net

Web Site: www.woodproduct.com

Eastside
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Newsletters
Student Clubs
Technology Advice
fcps.net

Automotive Technology

The areas offered at Eastside Technical Center for automotive technology are: basic brakes disc and drum and including anti-lock brake and computer aided systems, steering and suspension components as well as front and rear alignment theory and hands on experience.

Electrical/Electronic Systems

Students are exposed to the basics of automotive electricity and then given the opportunity to apply this to modern electronic systems of today's cars using the AYES program.

Engine Performance and Deferability

This course offers student a chance to learn how modern fuel and ignition systems work and tie this together with how the onboard computer controls it all.

Steering: Suspension

Chassis fundamentals; alignment procedures, both two and four wheel alignments

Brakes

All aspects of repair with hydraulics, mechanical disc and drum systems. Antilock brake systems which are controlled by a computer.

Additional Curriculum

Major engine service; automotive air conditioning principles and service; parts procurement procedures; and shop management-safety techniques. Use of professional measuring devices such as micrometers, volt-ohm meters, dual trace lab scopes, oscilloscopes, and infrared meters are an integrated into front-end alignment, engine repair, electrical diagnostics, brake repair, and engine derivability diagnostics. During





the instructional program, students will learn the fundamentals of what makes the various components of engine, fuel ignition, transmission, and chassis operate, thereby becoming able to perform logical diagnoses of mechanical malfunctions of the automobile when they occur. Basic skills of diagnosis, disassembly, inspection, repair, assembly, and adjustment using correct tools, equipment, and repair procedures are taught. Developing acceptable work habits of personal safety, shop cleanliness, tool care, and pride of workmanship are also stressed. Being part of community is also a part of the curriculum. Students get involved with Car Care Clinics, PMTA, and various other shows around the area. Students also have the opportunity to earn College Credit through Central Kentucky Technical College for courses meeting Automotive Service Excellence. Students also have the opportunity to earn the Kentucky Department of Education O'Net **Certification in "Automotive** Specialty Technician - Brakes", "Automotive Specialty Technician -Front End", "Ground Transportation Electrician", and "Small Engine Mechanic - Automotive".



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above: checking the oil on

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Carter, Hal (Central-FK)

TO:	MARKC.RIGGS@CKKY.COM
SUBJECT:	Spot on Local TV Station

DATE:

July 10, ____

Mark,

Attached is the .mpg file featuring Central ATC that we discussed earlier today. Please include the 30-second video on our school on the local TV station. I understand that it will run for one week before registration at the local high school. I appreciate your running this on the local-access channel for us.

If the file does not open properly or if you have questions, let me know.

Thanks.

mpg

Hal Carter, Principal Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601

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Chapman to offer a jump on college

By Crystal Harden, Post staff reporter

Students attending Covington's Chapman Technical Center will earn college credit under a new agreement with the Northern Kentucky Community and Technical College.

School officials announced the new arrangement.

The agreement is designed to attract more students to technical training and give them an incentive to pursue college-level work.

"The students will get a jump start on the community and technical college," said Covington School Superintendent Jack Moreland. "It raises the level of what we're trying to do with the technical program (at Chapman.) It also is an incentive to kids to get a post 3/4secondary education."

The Chapman center is located on Holmes High School's campus.

"It's a wonderful opportunity for our students," said Mark Raleigh, principal of Chapman. "It'll save them time and money."

As part of the agreement Covington officials will ensure that the rigor of the courses meet the requirements of the college.

These Covington and the Northern Kentucky Community & Technical College will offer dual credit for courses in:

Auto body

Automotive technology

Child development

Drafting

Electricity

Graphic communication

Information technology

Masonry

Welding

For example, Chapman will provide a college transcript to the technical college for each teacher who teaches a dual 3/4credit course and a syllabus for each course. Students will have to receive a grade of 'C' or above in the courses.

"Having college course work taught on a school campus is not a novel idea, but having an entire vocational school devoted to it really is a unique piece." Moreland said.

Students can register now for the dual 3/4credit classes.

Holmes also offers an International Baccalaureate program that offers college credit.

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Standard 13-J Public Relations - Other Page 2 of 2

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STANDARD 14

General Motors Corporation Donation Agreement

Donation to Educational Institution

Donation No: 20002263

Donated By:

Saturn Corporation Cindy Potestivo 810-575-2290

Name and Address of School/Institution (Donee - AYES)

Eastside Center for Applied Technology 2208 Liberty Road Lexington, KY 40509

ATTN: Francis O'Hara - 606-381-3740

Reason: Buy Back

Description of Donated Item(s)

Saturn

VIN

1G8ZP12811Z0075EX

Mile 025.0

Standard 14-A-1 Community Resources

Donations

he item(s) identified above "Donated Item(s)" has/have been donated to you by General Motors Corporation for non-profit, educational or exhibition purposes only. In Consideration of this, you agree to the following conditions:

1) The Donated Item(s) will be used by you for non-profit, educational or exhibition purposes and will not be sold, disposed of or transferred by you. Upon completion of your use of the Donated Item(s), you will scrap the Donated Item(s), attesting they are destroyed in such a manner as to ensure all components are rendered unusable.

2) If the Donated Item(s) is a motor vehicle or component thereof, it will not be licensed, titled or operated on any public or private road or highway.

3) You acknowledge that the Donated Item(s) is not certified to comply with any federal, state or local laws, rules, or regulations.

4) You accept the Donated Item(s) "As is, with all faults," It being understood that it is not covered by any warranty. General Motors Corporation expressly disclaims all warranties, including any implied warranty of merchantability or fitness for a particular purpose.

5) You acknowledge that automobiles, machinery, or equipment of any sort are potentially dangerous by their nature. You acknowledge that there is risk associated with the operation of Donated Item(s), and that you knowingly assume this risk. You acknowledge those only experienced, knowledgeable users such as college or university level students or faculty will operate the donated items. For high schools, you acknowledge that students only under the direct supervision of an experienced, knowledgeable faculty member will operate the Donated Item(s).

6) General Motors Corporation expressly disclaims, and you expressly release General Motors Corporation from, any and all liability associated with the Donated item(s). In addition, you agree to the extent permitted by applicable law, to indemnify and hold harmless General Motors Corporation, its officers, directors, employees, and agents from damages, liabilities, fines, judgements, costs (including settlement costs), and expenses associated therewith (including the payment of reasonable attorney fees and disbursements), (i) arising out of or in connection with the Donated item(s) or their use and possession; or (ii) General Motors Corporation's enforcement of the provisions of this agreement.

7) The conditions set forth above have been communicated to, and are understood by, all of your personnel who have access to the Donated Item(s). Please acknowledge your agreement to the above by signing this donation Agreement in the space below (three copies) and returning two signed copies to the conder

Accepted and agreed to this

day of

-000

little:

_Rev 01/97

Central Area Technology Center Welding Program Donated Items Current School Year

Donated Item	Name of Donor Company Phone	Date Received	Number of Items Received	Total Approximate Value
Welding Rods Student supplies	Terry Jones, Jones Welding 502-223-4787	8/05/0_	100	\$250
Metal Student supplies	Mac Stevens, Carter Welding Shop 502-223-7812	10/08/0_	Load	\$500
Forklift Move supplies	Brian Seider, Taylor Manufacturing 502-875-9031	01/13/0_	1	\$10,000
Tools Student work	Jack Brown, J. B. Farm Equipment 502-875-6983	03/19/0_	5 sets	\$550
SkillsUSA-VICA National winner expenses	Terry Jones, Jones Welding 502-223-4787	05/29/0_	-	\$100



AWARDED TO

JAMIE MOORE
SERVICE MANAGER
CENTRAL AUTO REPAIR

FOR PARTICIPATION AS A SKILLSUSA JUDGE

MARCH 30, 200___

William Bennett, Teacher

Hal Carter, Principal





Grant Notification

SMARTer Kids Foundation Suite 600 1177-11th Avenue SW Calgary, AB CANADA T2R 1K9 Tel. 403.228.8565 Fax 403.228.2500

SMARTer Kids™ Grant for SMART Roomware™ Grant # 107423YYC

November 9, 200

To:

cc:

Jack Finke

Institution:

County Area Technology

Reseller: Pomeroy Computer Resources

Center 1060 Bloomfield Road

1020 Petersburg Road

Hebron, KY 41048

USA

USA

Tel:

Tel:

859.586.1777

Fax:

Fax:

859.586.1988

E-mail:

nail.state.ky.us

E-mail:

ifinke@pomeroy.com

SMARTer Kids Grant for SMART Roomware. We are Thank you for applying for a 200 pleased to inform you that your Grant application has been approved for the amounts listed below. Your Grant number is 107423YYC. To ensure proper recognition of your Grant award, please reference this number in any future correspondence with the Foundation or your Preferred Reselling Partner (PRP).

SMART Roomware	Quantity	Per Unit Suggested List Price* (US\$)	Per Unit Grant Amount (US\$)
SMART Board™ 580	1	\$1,999.00	\$500.00

Per Unit Suggested List Price does not include taxes, shipping or any training and installation costs that may be added by the PRP.

The table above outlines the number of units of each product for which your institution has been awarded a Grant. For multiple-unit Grants, you may issue multiple purchase orders to your PRP, claiming the Grant amount shown for each product until you reach the quantity indicated.

The Per Unit Grant Amount is a percentage of the Suggested List Price as shown, regardless of the amount at which your PRP sells the product to you. Your PRP may also add taxes, shipping, training and installation costs, as you may both agree.

Standard 14 - A-3 Community Resources (GRANT)

Your Preferred Reselling Partner: Pomeroy Computer Resources, Tel: 859.586.1777

Pomeroy Computer Resources is a partner of the Foundation and has been authorized* to process your SMARTer Kids Grant for SMART Roomware. Jack Finke of Pomeroy Computer Resources has been copied on this notification and will be contacting you to discuss your product requirements.

* A SMARTer Kids Grant may only be fulfilled by the designated PRP.

Grant Utilization Deadline: September 30, 200

Your Grant amount will be applied on a per unit basis and will be netted on your invoice from the PRP. All 2001–2002 SMARTer Kids Grants must be used by September 30, 200.

Need More Financial Assistance?

The Foundation encourages you to seek matching grants where available. Matching grants are available from many sources. To view a list of matching grant opportunities, visit www.smarterkids.org/othergrants.

You may also wish to approach a corporate sponsor or community organization to help you fund your purchase through the SMARTer Biz Kids™ program. For more information on Biz Kids, please contact your PRP or visit our Web site at www.smarterkids.org/k12/bizkids

Check Out the SMARTer Kids Foundation Web Site

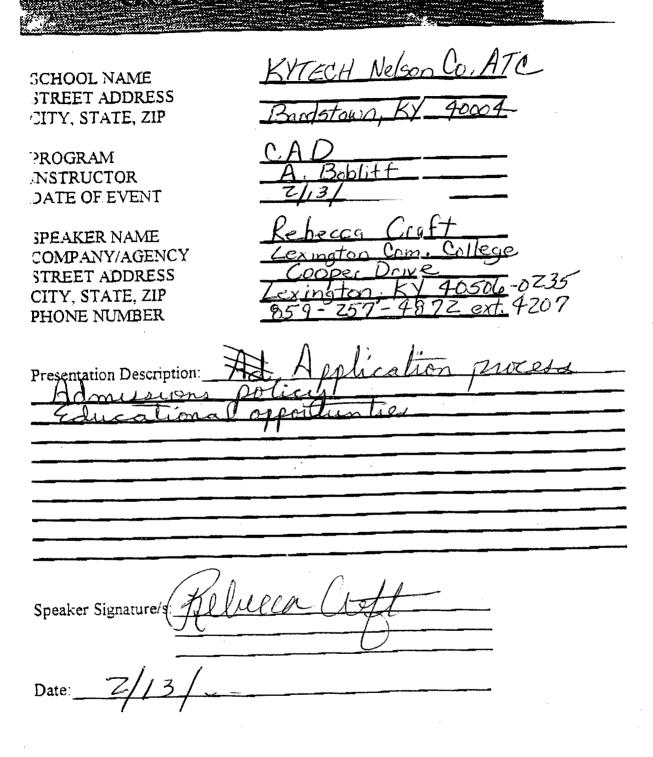
To learn more about other Foundation programs, visit www.smarterkids.org.

Thank you for your interest in and support of the SMARTer Kids Foundation. We hope you will find that your SMART products make teaching and learning with technology an enjoyable and rewarding experience.

Yours truly.

SMARTer Kids Foundation

Erika Kromm & Janet Webb Grant Coordinators





January 29, 200.

Alice Boblett Nelson County Area Technology Center 1060 Bloomfield Rd. Bardstown, KY 40004

Dear Ms. Boblett,

Thank you for giving me the opportunity to visit the Nelson County Area Technology Center campus on Wednesday, February 13, at 10:00 AM. I am excited about meeting your students and assisting them through the Lexington Community College application process.

I will bring additional applications, catalogs, and viewbooks for both you and your students. If you have questions or need to reschedule for another date, feel free to contact me at (859) 257-4872 ext. 4207 or e-mail me at rescraf0@pop.uky.edu. Thank you again and I look forward to working with you and your students this year.

Sincerely,

Rebecca Craft

Recruitment Coordinator

NELSON COUNTY HIGH SCHOOL Field Trip FIELD TRIP PERMISSION SLIP AND MEDICAL TREATMENT RELEASE

Dear Parent.

	,
	The CAD Ming. Ten class at Nelson County High School under the close supervision of Vi Ricchic will be taking a field trip to EKTC on Nove 110 F. The cost of the trip is morney
	The CAD (Mp. len class at Nelson County High School under the close supervision of V. Ricchie
	will be taking a field trip to CKTC on Nove 1/0 F. The cost of the trip is Money
	per student. Students attending any field trip must be passing 5 of 6 classes, both in cumulative and current
	nine weeks grade, not be in violation of the attendance policy, and have no excessive discipline reports. A fee
	refund might not be available if, for any reason, the student is not able to attend. If you cannot afford the cost of
	this field trip, please contact the sponsoring teacher. We will try to assist you. In order for your child to attend
	the field trip, you must fill out this permission slip completely to the best of your knowledge.
	Supervising teacher's or administrator's signature Que M, Bold
	Child's name
	Home Address 934 Meyers Rd, Novelet Ky Home Phone 502-348-8082 (Street) (City State 77in)
	Insurance CoHealth Ins. Policy No
	rson Carrying InsuranceCarrier's Occupation
	Employer's Name and Address Meyers & Co.
	Work Phone 348-909/ State Medical Card No. (or NA)
ı	Family Doctor's Name
N	PLEASE DESCRIBE ON THE BACK OF THIS SHEET ANY AILMENT, DISABILITY, ALLERGIES TO MEDICATION OR OTHER MEDICAL CONDITION (PAST OR PRESENT) BEING TREATED WHICH MAY RECUR OR BE A FACTOR IN MEDICAL TREATMENT. INCLUDE ANY MEDICATION BEING TAKEN BY THE CHILD. PLEASE ATTACH COPY OF YOUR HEALTH INSURANCE CARD. (THIS MAY BE NECESSARY FOR YOUR CHILD TO OBTAIN MEDICAL TREATMENT.)
SPF	I HEREBY GIVE PERMISSION FOR
D	ATE 11-01-42 PARENTS SIGNATURE Dione Meyers

Central ATC Field Trip November 3, 200

Departure:

8 a.m., in front of Central High School

Destination:

Central Kentucky Technical College including lunch

Return:

1 p.m.

Purpose:

To inform students of postsecondary options

Evaluation of field trip:

Students will write a summary of their experiences for a daily grade

Students:

6 Automotive

4 Carpentry

9 Health Sciences

3 Information Technology

2 Welding

Total 24 students

Chaperones:

William Bennett, Auto Teacher

Tony Wilson, Parent

Bill Montgomery, Montgomery Car Shop

Requirements for students:

- o Be passing all classes
- o Have parental permission
- o Have health insurance information
- Money for lunch
- o Appropriate dress and behavior

Carter, Hal (Central-FK)

November 30,
Teachers,
Please plan to be in your classroom from 5 – 8 p.m., Tuesday, December 5,, for parent/teacher conferences. Pick up a sign-in sheet for parents in the main office. The program with the largest number of parents attending parent/teacher conferences will be given an extra \$100 for program supplies.
The activity has been approved for two hours of comp time.
If you have questions, let me know.
Thank you.

Hal Carter, Principal Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601 Phone: 502-564-4286

Fax: 502-564-4800 Cell: 502-330-7159

Central Area Technology Center 500 Mero Street

500 Mero Street Frankfort, KY 40601 502-564-3475

Hal Carter, Principal

James Monroe, Superintendent

	, .
November 15, 200_	
Mr. and Mrs. Tom Carter 510 Bloomfield Road	
Frankfort, KY 40601	
Dear Mr. and Mrs. Carter	
	satisfactory or failing work in the automotive program at factory or failing work may be attributed to the following
Lack of effective study Little interest in subject Irregular attendance X Work incomplete Written work poorly done X Too many activities Inattention in class Uncooperative attitude Failure in daily tasks Homework copied	Does not participate in classDoes not have textbookDoes not have other materialsPoor readerCheating on testsCives up easilyDisturbs classHealthXEffort is not consistentOther
Comments:	
Please call me at 502-564-3752 to discuss your child	's progress in class.
Sincerely	
William Bennett, Teacher Automotive Technology	

Central Area Technology Center

500 Mero Street Frankfort, KY 40601 502-564-3475

Hal Carter, Principal

James Monroe, Superintendent

November 15, 200_

Mr. and Mrs. Tom Carter 510 Bloomfield Road Frankfort, KY 40601

Dear Mr. and Mrs. Carter

I am pleased to inform you that Dale is doing outstanding work in automotive technology class in brakes this grading period.

Dale has shown interest and talent in the automotive field. It is a pleasure to have him in class.

Please feel free to visit the school at any time to discuss the progress of your child.

Sincerely

William Bennett, Teacher Automotive Technology

Central Area Technology Center Auto Technology Program Advisory Committee Members Current Year

Committee				Phone
Member	Title	Company	Address	Fax/E-Mail
Thomas Yates	Technician	Montgomery Car Shop	505 Towne Drive	502-448-9786
			Frankfort, KY 40601	502-876-1234
				TYates@mont.com
Mike Blair	Technician	Clark Auto Sales and Repair	345 Clark Road	502-223-6789
		_	Frankfort, KY 40601	502-2236799
				MBlair@clark.com
Tony Wilson	Owner and Parent of	Boggs Repair Shop	693 Rock Road	502-675-2234
·	Current Student		Frankfort, KY 40601	502-675-2235
				Tony@brs.com
Robert King	Auto Tech Teacher	Central Technical College	505 University Drive	859-223-5438
			Lexington, KY 40506	859-5439
				RKing@kctcs.com
Chris Dickinson	Teacher	Central High School	555 High School Drive	502-875-2234
			Frankfort, KY 40601	502-875-2235
				CDick@central.com
Curt Mathis	Representative	ASE Institute	13505 Dulles Tech Drive	877-ASE-TECH
			Herndon, VA 20171-3421	
Bill Montgomery	Owner	Montgomery Car Shop	505 Towne Drive	502-448-9786
			Frankfort, KY 40601	502-876-1234
				BMont@mont.com
Mike York	Technician	Wilson Auto	445 Main Street	502-875-8970
		į.	Frankfort, KY 40601	502-875-8971
				myork@wilson.com
Gloria Johnson	Technician	Wilson Auto	445 Main Street	502-875-8970
			Frankfort, KY 40601	502-875-8971
				gjohn@wilson.com

Central Area Technology Center

500 Mero Street Frankfort, KY 40601 502-564-3475

Hal Carter, Principal

James Monroe, Superintendent

November 15, 200_

Mr. Tony Wilson Boggs Repair Shop 314 Wilkinson Boulevard Frankfort, KY 40601

Dear Tony

Thank you for serving as a mentor to my auto tech student Donnie Carter. Your working with him on related math has increased his ability to perform in the auto lab. You have served as a role model in his life that has been a tremendous help in increasing his self-esteem.

With assistance from you as a Big Brother and with support from your son Tommy, I feel Donnie will complete the auto tech program and be equipped to enter the workforce or college when he graduates from high school.

Parents like you are an inspiration to our young people.

See you soon.

Sincerely

William Bennett, Teacher

William Bennet

Auto Tech Program

Bennett, William (Central-FK)

November	30,	
----------	-----	--

TO: Tony Wilson

SUBJECT: Guest Speaker

Thank you for taking your time to speak to my automotive electricity class. Your son Josh was very proud of you and your presentation to the class. You had a very positive impact on the students.

Again, thank you for speaking to the class and also for your participation on the automotive advisory committee.

William Bennett, Automotive Teacher Central Area Technology Center 300 Wilkinson Street Frankfort, KY 40601

Phone: 502-564-4286 Fax: 502-564-4800 Cell: 502-330-7158

Central ATC Field Trip November 3, 200_

Departure:

8 a.m., in front of Central High School

Destination:

Central Kentucky Technical College including lunch

Return:

1 p.m.

Purpose:

To inform students of postsecondary options

Evaluation of field trip:

Students will write a summary of their experiences for a daily grade

Students:

6 Automotive

4 Carpentry

9 Health Sciences

3 Information Technology

2 Welding

Total 24 students

Chaperones:

William Bennett, Auto Teacher

Tony Wilson, Parent

Bill Montgomery, Montgomery Car Shop

Requirements for students:

- o Be passing all classes
- o Have parental permission
- o Have health insurance information
- Money for lunch
- o Appropriate dress and behavior

STANDARD 15

Central Area Technology Center Program Advisory Committee Meeting Agenda

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: November 12, 200_

- Call to order at 4 p.m.
- Introductions
- Discussions:
 - Content of courses and curriculum (Curriculum is attached.);
 - Courses/certificates needed by students to meet employer demands (Copies of certificate options are attached.);
 - Supplies and equipment;
 - Upgrade training of teacher;
 - Donations;
 - Field trips, possible coop positions for students, and guest speakers;
 - Promotion of the program; and
 - Other.
- Other items relative to auto tech program
- Recommendations
- Thanks to the committee
- Adjourn



Central Area Technology Center Program Advisory Committee Meeting Minutes

Program: Auto Technology

Date of Meeting: November 12, 200

Teacher: William Bennett

The Advisory Committee for the Auto Technology program met from 4-6:15 p.m. on November 12, 200_, with the following members present:

Bill Montgomery

Montgomery Car Shop

Owner

Mike Blair

Clark Auto Sales and Repair

Employee and Former Student

Tony Wilson

Boggs Repair Shop

Owner and Parent of Current Student

Robert King

KCTCS

Auto Tech Teacher

Chris Dickinson

Central High School

Technology Education Teacher

Curt Mathis

ASE Institute

ASE Contact

William Bennett

Central Area Technology Center

Auto Tech Teacher

The meeting was called to order by Mr. Bennett who introduced the members of the committee.

The following items were discussed:

- Content of courses and curriculum:
- Courses/certificates needed by students to meet employer demands;
- Supplies and equipment;
- Upgrade training of teacher:
- Donations;
- Field trips, possible coop positions for students, and guest speakers; and
- Promotion of the program.

The following recommendations were made by the committee members:

- The curriculum is sufficient to train students in the automotive field.
- The following certificates are in priority order:
 - Automotive Specialty Technician Brakes;
 - Automotive Specialty Technician Tune Up:
 - Automotive Specialty Technician Air Conditioning; and
 - Automotive Specialty Technician Front End.
- Since the shop equipment was upgraded last school year, the equipment is sufficient.
- The supply budget should be increased to \$5,000 per school year.
- The teacher would benefit from working 3-5 days during the summer at Boggs Repair Shop (staff exchange).
- Mr. Montgomery will request a donation of supplies from his corporate office.
- Mr. Montgomery will open his shop for a field trip experience for student.

- All members encouraged the teacher to seek coop positions for auto students. Mr. Blair will employ two coop students the spring semester of 200.
- Mr. Montgomery will request that his corporate office provide a guest speaker for the auto students.
- All members encouraged the teacher to work with the middle and high school counselors, teachers, and principals to promote the auto tech program.
- Mr. Blair's sister is editor of the local newspaper. He will contact her about doing an article on the auto tech program at Central ATC.
- Mr. Mathis commended the teacher on having ASE teacher certification in all eight areas and the program certified. He felt that the next step was to seek AYES affiliation.

Mr. Bennett thanked the committee and adjourned the meeting at 6:15 p.m.

Respectfully submitted,

Ruth Barnes Office Technology Student

Central Area Technology Center Program Advisory Committee Recommendations

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: November 12, 200

Recommendations of Advisory Committee	Action Plan
Supply budget be increased to \$5,000 per school year.	Make a request to the principal, based on the advisory committee recommendations, that the auto tech supply budget be increased to \$5,000 per school year.
Teacher participate in staff exchange at Boggs Repair Shop.	Include staff exchange request during extended employment period.
Seek coop positions for auto tech students.	Request a list of all automotive-related businesses in the area. Call and/or visit these sites to determine feasibility of establishing coop sites for auto tech students.
Work with school personnel to promote program.	Talk to counselors, teachers, and principals to determine appropriate activities to promote the auto tech program.
Seek affiliation with AYES.	Contact Todd Nickens at the Office of Career and Technical Education for information on AYES program and contact person.

Central Area Technology Center Program Advisory Committee Meeting Agenda

Program: Teacher:

Program: Auto Technology

William Bennett

Date of Meeting: May 30, 200

Cookout

- Call to order at 12 N
- Introductions
- Update on November 12, 200_, meeting
 - Mr. Bennett has requested that the supply budget be increased to \$5,000 per school year.
 - Mr. Bennett is scheduled for a week of staff exchange at Boggs Repair Shop.
 - Information has not been received from Mr. Montgomery's corporate office regarding donations.
 - One auto tech student is employed in a coop position at Clark Auto Sales and Repair.
 - Students took a field trip to Montgomery Car Shop.
 - The local newspaper featured an article on the auto tech program in February. (Copy attached)
 - Mr. Bennett is meeting with the AYES representative in June 200.
- Other items relative to auto tech program
 - Five students received auto tech O*Net certificates.
 - Three students received transportation skill standards certificates.
 - One auto tech student received a scholarship to Nashville Auto Institute.
 - One auto tech student received a scholarship to KCTCS.
 - One auto tech student placed first in the SkillsUSA state competition and will be representing Kentucky at national competition in June 200 .
- Recommendations
- Thanks to the committee
- Adjournment



Central Area Technology Center Program Advisory Committee Meeting Minutes

Program: Auto Technology

Date of Meeting: May 30, 200

Teacher: William Bennett

The Advisory Committee for the Auto Technology program met from 12 N - 1:30 p.m. on May 30, 200, with the following members present:

Thomas Yates

Montgomery Car Shop

Technician

Mike Blair

Clark Auto Sales and Repair

Employee and Former Student

Tony Wilson

Boggs Repair Shop

Owner and Parent of Current Student

Robert King

KCTCS

Auto Tech Teacher

Chris Dickinson

Central High School

Technology Education Teacher

Curt Mathis

ASE Institute

ASE Contact

William Bennett

Central Area Technology Center

Auto Tech Teacher

The meeting was called to order by Mr. Bennett who introduced the members of the committee.

Mr. Bennett gave an update on the November 12 meeting:

- Mr. Bennett has requested that the supply budget be increased to \$5,000 per school year.
- Mr. Bennett is scheduled for a week of staff exchange at Boggs Repair Shop.
- Information has not been received from Mr. Montgomery's corporate office regarding donations.
- One auto tech student is employed in a coop position at Clark Auto Sales and Repair.
- Students took a field trip to Montgomery Car Shop.
- The local newspaper featured an article on the auto tech program in February. (Copy attached)
- Mr. Bennett is meeting with the AYES representative in June 200.

Mr. Bennett praised auto tech students for the following accomplishments:

- Five students received auto tech O*Net certificates.
- Three students received transportation skill standards certificates.
- One auto tech student received a scholarship to Nashville Auto Institute.
- One auto tech student received a scholarship to KCTCS.
- One auto tech student placed first in the SkillsUSA state competition and will be representing Kentucky at national competition in June 200_.

Discussion included the following:

- Mr. Yates said he would follow up on donations from Montgomery Car Shop.
- Mr. Bennett now has a contact established with the local newspaper and hopes to have more articles published next school year.

The following recommendations were made by the committee members:

- All members again encouraged the teacher to work with the middle and high school counselors, teachers, and principals to promote the auto tech program.
- Mr. Bennett should continue to pursue AYES affiliation.
- Mr. Bennett should continue to pursue coop positions for auto tech students.

Mr. Bennett thanked the committee and adjourned the meeting at 1:30 p.m.

Respectfully submitted,

Joy Grider Office Technology Student

Central Area Technology Center Program Advisory Committee Recommendations

Program: Auto Technology **Teacher:** William Bennett

Date of Meeting: May 30, 200_

Recommendations of Advisory Committee	Action Plan
Seek coop positions for auto tech students.	Call and/or visit job sites to determine feasibility of establishing coop sites for auto tech students.
Work with school personnel to promote program.	Continue to communicate with counselors, teachers, and principals to determine appropriate activities to promote program.
Seek affiliation with AYES.	Meet with AYES representative in June 200_and start process to affiliate with AYES.

Central Area Technology Center Auto Technology Program Advisory Committee Members Current Year

Committee Member	Title	Compony	Address	Phone Fax/E-Mail
		Company		+
Thomas Yates	Technician	Montgomery Car Shop	505 Towne Drive	502-448-9786 502-876-1234
			Frankfort, KY 40601	
				TYates@mont.com
Mike Blair	Technician	Clark Auto Sales and Repair	345 Clark Road	502-223-6789
			Frankfort, KY 40601	502-2236799
				MBlair@clark.com
Tony Wilson	Owner and Parent of	Boggs Repair Shop	693 Rock Road	502-675-2234
	Current Student		Frankfort, KY 40601	502-675-2235
				Tony@brs.com
Robert King	Auto Tech Teacher	Central Technical College	505 University Drive	859-223-5438
			Lexington, KY 40506	859-5439
				RKing@kctcs.com
Chris Dickinson	Teacher	Central High School	555 High School Drive	502-875-2234
			Frankfort, KY 40601	502-875-2235
				CDick@central.com
Curt Mathis	Representative	ASE Institute	13505 Dulles Tech Drive Herndon, VA 20171-3421	877-ASE-TECH
Bill Montgomery	Owner	Montgomery Car Shop	505 Towne Drive	502-448-9786
Din Montgomery	Owner	Wongomery car shop	Frankfort, KY 40601	502-876-1234
			Transfer, It i 10001	BMont@mont.com
Mike York	Technician	Wilson Auto	445 Main Street	502-875-8970
			Frankfort, KY 40601	502-875-8971
				myork@wilson.com
Gloria Johnson	Technician	Wilson Auto	445 Main Street	502-875-8970
			Frankfort, KY 40601	502-875-8971
				gjohn@wilson.com

STANDARD 16



Be it known that



evidence of COMPETENCE in the service areas listed below:

MASTER COLLISION REP. / REFINISH

AREAS OF DEMONSTRATED COMPETENCE

PAINTING AND REFINISHING

NONSTRUCTURAL ANALYSIS AND DAMAGE REPAIR

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

MECHANICAL AND ELECTRICAL COMPONENTS

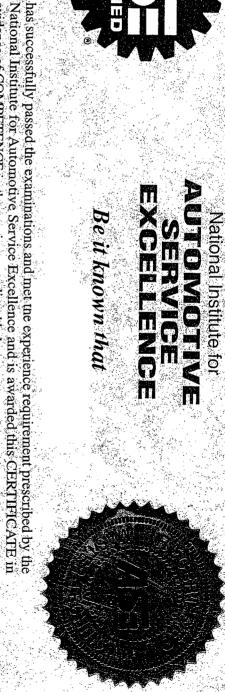
EXPIRES

GIVEN THIS 31ST DAY OF DECEMBER 2000,

HU2HX4UJ9GRIFF

IDENTIFICATION NUMBER

RONALD H. WEINER, Presiden



Standard 16 Industry Accreditation Teacher - ASE





National Institute for

UTOMOTIVE SERVICE CELLENCE

Be it known that

evidence of COMPETENCE in the service areas listed below: has successfully passed the examinations and met the experience requirement prescribed by the National Institute for Automotive Service Excellence and is awarded this CERTIFICATE in

ADVANCED LEVEL

EXPIRES

JULY 1, 200

AUTOMOBILE ADVANCED ENGINE PERFORMANCE

AREAS OF DEMONSTRATED COMPETENCE

** ** ** ** ** ** ** ж ж Ж ж ж

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GIVEN THIS 31ST DAY OF DECEMBER 1998, AT HERNDON, VIRGINIA

403686743958RIDDL

IDENTIFICATION NUMBER

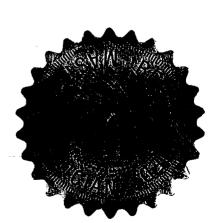
Touche H Weiner

RONALD H. WEINER. President



SERVICE SERVICE National Institute for

Be it known that



evidence of COMPETENCE in the service areas listed below: has successfully passed the examinations and met the experience requirement prescribed by the National Institute for Automotive Service Excellence and is awarded this CERTIFICATE in

MASTER AUTOMOBILE TECHNICIAN

`	Weiner	Tould H Wance	403686743958RIDDL
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JULY 1, 200	שורץ		HEATING AND AIR CONDITIONING
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JULY 1, 200	AJUL		BRAKES
JULY 1, 200	JULY		SUSPENSION AND STEERING
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JULY 1, 200	JULY		AUTOMATIC TRANS/TRANSAXLE
JULY 1, 200	JULY		ENGINE REPAIR
EXPIRES			AREAS OF DEMONSTRATED COMPETENCE

IDENTIFICATION NUMBER

RONALD H. WEINER, President



National Institute for

AUTOMOTIVE SERVICE

Be it known that

evidence of COMPETENCE in the service areas listed below: National Institute for Automotive Service Excellence and is awarded this CERTIFICATE in has successfully passed the examinations and met the experience requirement prescribed by the

MASTER MEDIUM/HEAVY TRUCK TECHNICIAN

EXPIRES

AREAS OF DEMONSTRATED COMPETENCE

GASOLINE ENGINES DIESEL ENGINES DULY 1, 200 DRIVE TRAIN DULY 1, 200 BRAKES SUSPENSION AND STEERING SUSPENSION AND STEERING ELECTRICAL/ELECTRONIC SYSTEMS HEATING/VENT/AIR CONDITIONING JULY 1, 200 JULY 1, 200							
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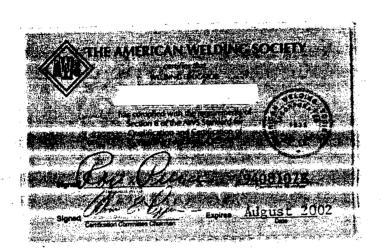
PREVENTIVE MAINTENANCE INSPECTION

IDENTIFICATION NUMBER

buld A Warner

RONALD H. WEINER, President

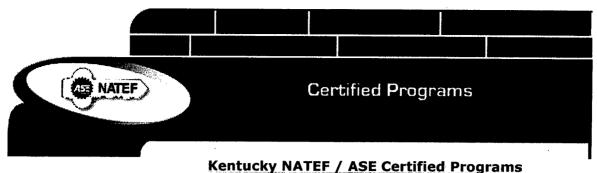
GIVEN THIS 30TH DAY OF JUNE 1999, AT HERNDON, VIRGINIA



American Welding Society

Centifies That
WELDING INSPECTOR

Has compiled with the requirements of Section Qualification and Certification of Weld	16.1 of the AWS Scandary Far		
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James C. Llaur	Ceruficate Number August 2002		
WS Certification Chair	Revertify by		



New Search

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Search

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printer

Kentucky

Barren County Area Technology Center (Secondary)

491 Trojan Trail Glasgow KY 42141

Ray Hammer

(207) 651-2196

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2009

Big Sandy Community & Technical College-Pikeville Campus

(Post-Secondary)

120 South Riverfill Drive Pikeville KY 41501

Forrest Stewardson

(606) 218-2084

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2008

Big Sandy Community and Technical College-Mayo Campus

(Secondary)

513 - 3rd Street Paintsville KY 41240

James Williamson

(606) 789-5321

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 12/2007

Bowling Green Technical College

(Secondary)

1845 Loop Bowling Green Bowling Green KY 42101

Larry Vincent

(502) 746-7461

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 1/2008

Boyd County Career & Technical Educ Ctr

(Secondary)

12300 Midland Trail Ashland KY 41102 Jack Kinner

(606) 928-7120

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 8/2009

Breathitt County Area Technology Center

(Secondary, Post-Secondary)

P.O. Box 786 Jackson KY 41339

Jesse Tackett

(606) 666-5153

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2007

Bullitt County Vocational School

(Secondary)

395 High School Drive Shepherdsville KY 40165

Jim Watson

(502) 955-6712

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2008

C.E. McCormick Area Technology Center (Secondary)

50 Orchard Lane Alexandria KY 41001

Doug Borchers

(859) 635-4101

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2009

Carroll County Vocational School (Secondary)

1704 Highland Avenue Carrollton KY 41008

Sam Holler

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 9/2007

Casey Co. Area Voc. School

(Secondary)

1723 East Kentucky 70

Liberty KY 42539

Darrell Barlow

(606) 787-6241

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 1/2010

Central Kentucky Technical College

(Post-Secondary)

308 Vo-Tech Road Lexington KY 40511

Steve Johnson

(859) 246-2400 View School Web Site

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2005

Chapman Vocational School

(Secondary)

25th & Madison Avenue Covington KY 41014

Robert Braun

(606) 655-9545

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2005

Clay County Area Technology Center

(Secondary)

1097 N. Hwy 11 Manchester KY 40962

Jerome Jarvis

(606) 598-2194

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2005

Clinton County ATC

(Secondary)

Route 4, Box 40 Albany KY 42602

Dennis Flowers

(606) 387-6448

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 2/2008

Eastside Technical Center

(Secondary)

2208 Liberty Road Lexington KY 40509

Bobby Riddle

(859) 381-3740

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 8/2007

Elizabethtown Technical College

(Post-Secondary)

620 College Street Road Elizabethtown KY 42701

Leslie Pike

(270) 766-5133

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2006

Floyd County Area Technology Center

(Secondary)

HC 79, Box 205 Highway 122 Martin KY 41649

Gary Mullins

(606) 285-3088

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2008

Franklin County Career & Tech Center (Secondary)

1106 East Main Street Frankfort KY 40601

Francis Wheatley

(502) 695-6790

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 12/2009

Fulton County ATC

(Secondary, Post-Secondary)

2720 Moscow Avenue Hickman KY 42050

Brad Tucker

(270) 236-2517

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 2/2008

Gateway Comm. & Technical College

(Post-Secondary)

1025 Amsterdam Road Covington KY 41011

Sam Collier

(859) 442-1146

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2010

Gateway Comm. & Technical College - Toyota T-TEN

(Post-Secondary)

1025 Amsterdam Road Covington KY 41011

Ennio Braida

(859) 442-1118

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2010

Greenup County Area Technical Center

(Secondary)

4009 Ohio River Road Greenup KY 41144

Ronald Trippett

(606) 473-9344

Areas of Certification:

Electrical Electronic Systems, Suspension & Steering

(Articulated Program)

Programs:

Automobile

Certification Expiration: 7/2008

Henderson County Area Technology Center

(Secondary)

2424 Zion Road Henderson KY 42420

Robert Butler

(270) 831-8850

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2008

Jackson County Area Tech Center

(Secondary)

P.O. Box 1509 McKee KY 40447

Tim Tankersley

(606) 287-2163

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 7/2008

James D. Patton Area Technology Center

(Secondary)

3234 Turkeyfoot Road Ft. Mitchell KY 41017

Dave Shelton

(859) 341-2266

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 10/2008

Jefferson Technical College

(Post-Secondary)

727 West Chestnut Street Louisville KY 40203

Russell Wolff

(502) 595-4136

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 9/2005

Jefferson Technical College - Toyota T-TEN

(Post-Secondary)

727 W. Chestnut

Louisville KY 40203

Russell Wolff

(502) 595-4136

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 9/2005

Ky Tech Marion Co. ATC

(Secondary)

721 East Main Street Lebanon KY 40033

Trent May

(270) 692-3155

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2008

Ky Tech-Bowling Green Reg Tech Ctr/Adult

(Post-Secondary)

1845 Loop Drive Bowling Green KY 42101

Michael McClure

(270) 746-7461

Areas of Certification:

Automatic Transmission &

Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2008

Ky Tech-Breckinridge County AVEC

(Secondary)

PO Box 68 Hwy. 60 Harned KY 40144

Richard Anthony

(270) 756-2138

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2007

Ky Tech-Caldwell County AVEC

(Secondary)

130 Vocational School Rd. Princeton KY 42445

Alan Shaffer

(270) 365-5563

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2008

Ky Tech-Clark County Center

(Secondary)

650 Boone Avenue Winchester KY 40392

Bob Early

(606) 744-1250

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 3/2006

Ky Tech-Corbin Area Technology Center

(Secondary)

1909 South Snyder Avenue Corbin KY 40701

Clyde Pence

(606) 528-5338

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2008

Ky Tech-Garrard County Center

(Secondary)

306 West Maple Avenue Lancaster KY 40444

Michael Armstrong

(859) 792-2144

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 9/2008

Ky Tech-Green County AVEC

(Secondary)

P.O. Box 167 102 Carlile Avenue Greensburg KY 42743

Rick Atwell

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 10/2006

Ky Tech-Harrison County ATC

(Secondary)

327 Webster Avenue Cynthiana KY 41031

Robert McDowell

(859) 234-5286

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 12/2009

Ky Tech-Hazard Community College

(Secondary, Post-Secondary)

101 Vo-Tech Drive Hazard KY 41701

Jack Hayes

(606) 435-6101

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 8/2008

Ky Tech-Knott County ATC

(Secondary)

1996 Highway 160 S Hindman KY 41822

Dennis Jacobs

(606) 785-5350

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 8/2009

Ky Tech-Knox County ATC

(Secondary)

210 Wall Street Barbourville KY 40906

Alvin Gambrel

(606) 546-5310

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 3/2008

Ky Tech-Madison County Area Technology Center

(Secondary)

703 N. 2nd Street P.O. Box 809 Richmond KY 40416

Francis Brown

(859) 624-4520

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2008

Ky Tech-Millard ATC

(Secondary)

7925 Millard Highway Pikeville KY 41501

Danny L. Akers

(606) 437-6059

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 12/2007

Ky Tech-Muhlenberg Campus

(Secondary)

201 Airport Road Greenville KY 42345

William McGehee

(502) 338-1271

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2006

Ky Tech-Murray/Calloway Co. ATC

(Secondary)

1800 Sycamore Street Murray KY 42071

Mitch McNutt

(270) 753-1870

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2008

Lake Cumberland Area Technology

Center

(Secondary)

U.S. Highway 127, P.O. Box 599 Russell Springs KY 42642

Ricky Brockman

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2005

Lee County Area Technology Center

(Secondary, Post-Secondary)

960 Center Street Beattyville KY 41311

John Lucas

(606) 464-5018

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2010

Marshall County Technical Center

(Secondary)

341 High School Road Benton KY 42025

Ron Joiner

(270) 527-8648

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 1/2008

Martin County AVTS

(Secondary)

HC 65, Box 2177 Inez KY 41224

Dwayne Pack

(606) 298-3879

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 7/2008

Mason County Area Technology Center

(Secondary)

646 Kenton Station Road Maysville KY 41056

Larry Fetters

(606) 759-7101

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2009

Monroe County Technology Center

(Secondary)

P.O. Box 338 757 Old Mulkey Rd. Tompkinsville KY 42167

Michael Emberton

(270) 487-8261

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Suspension & Steering

Programs:

Automobile

Certification Expiration: 4/2008

Morgan County ATC

(Secondary)

PO Box 249, Highway 191 West Liberty KY 41472

Darrell Holliday

(606) 743-8456

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 1/2009

Ohio County Area Technology Center

(Secondary)

1406 South Main Street Hartford KY 42347

Brad Sisk

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 1/2009

Oldham County Technical School

(Secondary)

P.O. Box 127, Highway 393 Buckner KY 40010

Kim Constant

(502) 222-0131

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 10/2008

Owensboro Community & Tech College-SE Campus

(Secondary, Post-Secondary)

1901 Southeastern Parkway Owensboro KY 42303

Paul Barrett

(270) 686-4461

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 12/2009

Paducah Area Technology Center

(Secondary)

2400 Adams Street Paducah KY 42003

Jerry Shelton

(270) 443-6592

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2008

Rockcastle ATC

(Secondary)

PO Box 275 955 West Main Street Mt. Vernon KY 40456

Ken Fannin

(606) 256-4346

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 7/2007

Rowan Co. State Vo-Tech School

(Post-Secondary)

609 Viking Drive Morehead KY 40315 Tony Wallace

(606) 783-1538

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 2/2008

Russellville Area Technology Center

(Secondary)

1103 West 9th Street Russellville KY 42276

Philip LaSpina

(270) 726-8432

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2007

Shelby County Area Technology Center

(Secondary)

230 Rocket Lane Shelbyville KY 40065

Bruce Edwards

Areas of Certification:

Brakes, Electrical Electronic

Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Suspension & Steering

Programs:

Automobile

Certification Expiration: 7/2007

Somerset Community College, South

(Post-Secondary)

230 Airport Road Somerset KY 42501

Ron Tomlinson

(606) 677-4049

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2005

Southeast KY Community College-Harlan Campus

(Secondary, Post-Secondary)

164 Ballpark Road Harlan KY 40831

Ronnie Daniels

(606) 573-1506

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2005

Southern High School

(Secondary)

8620 Preston Highway Louisville KY 40219

Paul Grant

(502) 485-8330

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Suspension & Steering

Programs:

Automobile

Certification Expiration: 6/2005

UAW/LETC-Advanced Auto Training Program

(Secondary, Post-Secondary)

Job Corps Center 2302 U.S. Highway 60 East, Bldg. 606 Morganfield KY 42437

Wayne Duke

Areas of Certification:

Automatic Transmission & Transaxle, Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 5/2006

Wayne County Area Technology Center

(Secondary)

150 Cardinal Way

Monticello KY 42633

Mark Burke

(606) 348-8424

Areas of Certification:

Brakes, Electrical Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train & Axles, Suspension & Steering

Programs:

Automobile

Certification Expiration: 11/2008

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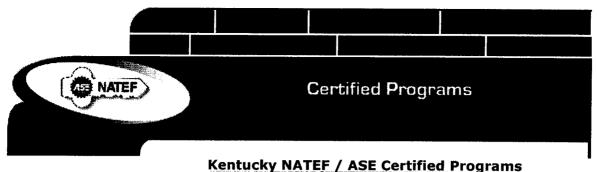
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Boone County ATC

(Secondary)

3320 Cougar Path Hebron KY 41048

John Thomas

(859) 689-7045

Areas of Certification:

Non-Structural Analysis/Damage Repair, Painting and Refinishing

Programs:

Collision Repair and Refinish

Certification Expiration: 5/2009

Bowling Green Technical College

(Post-Secondary)

1845 Loop Drive Bowling Green KY 42101

Eric Keeling

(270) 901-1028

Areas of Certification:

Mechanical and Electrical, Non-Structural Analysis/Damage Repair, Painting and Refinishing, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 4/2010

C.E. McCormick Area Technology Center (Secondary)

50 Orchard Lane Alexandria KY 41001

Ron Neeley

(859) 635-4101

Areas of Certification:

Painting and Refinishing

Programs:

Collision Repair and Refinish

Certification Expiration: 3/2009

Chapman Vocational School

(Secondary)

2500 Madison Avenue Covington KY 41014

Mark Raleigh

(606) 655-9545

Areas of Certification:

Programs:

Collision Repair and Refinish

Certification Expiration: 1/2006

Eastside Technical Center

(Secondary)

2208 Liberty Road Lexington KY 40509

Buddy Griffin

(606) 381-3603

Areas of Certification:

Painting and Refinishing

Programs:

Collision Repair and Refinish

Certification Expiration: 3/2008

Gateway Comm. & Technical College

(Post-Secondary)

1025 Amsterdam Road Covington KY 41011

Bill Bays

(859) 292-3930

Areas of Certification:

Mechanical and Electrical, Non-Structural Analysis/Damage Repair, Painting and Refinishing, Plastics and Adhesives, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 5/2007

James D. Patton Area Technology Center

(Secondary)

3234 Turkeyfoot Road Edgewood KY 41017

James Wietholter

(859) 341-2266

Areas of Certification:

Painting and Refinishing

Programs:

Collision Repair and Refinish

Certification Expiration: 12/2008

Ky Tech-Bell County AVEC

(Secondary)

Rt. 7 Box 199 A Pineville KY 40977

Alva Evans

(606) 337-3094

Areas of Certification:

Non-Structural Analysis/Damage

Repair, Painting and Refinishing, Plastics and Adhesives, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 7/2006

Ky Tech-Hazard Community College

(Secondary, Post-Secondary)

101 Vo-Tech Drive Hazard KY 41701

William Pace

(606) 435-6101

Areas of Certification:

Non-Structural Analysis/Damage Repair, Painting and Refinishing, Plastics and Adhesives, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 6/2008

Marshall County Technical Center

(Secondary)

341 High School Road Benton KY 42025

Gary Mardis

(270) 527-8648

Areas of Certification:

Painting and Refinishing

Programs:

Collision Repair and Refinish

Certification Expiration: 7/2007

Mason County Area Technology Center

(Secondary)

646 Kenton Station Road Maysville KY 41056

Jason Calvert

(606) 759-7101

Areas of Certification:

Mechanical and Electrical, Non-Structural Analysis/Damage Repair, Painting and Refinishing, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 5/2010

Morgan County ATC

(Secondary)

PO Box 249, Hwy 191 West Liberty KY 41472

Eddie Sheets

(606) 743-8455

Areas of Certification:

Painting and Refinishing

Programs:

Collision Repair and Refinish

Certification Expiration: 5/2009

Paducah Area Technology Center

(Secondary)

2400 Adams Street Paducah KY 42003

Larry DeJournett

Areas of Certification:

Non-Structural Analysis/Damage Repair, Painting and Refinishing, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 12/2008

Russell Area Technology Center (Secondary)

705 Red Devil Lane Russell KY 41169

Keith Parsons

(606) 836-1256

Areas of Certification:

Non-Structural Analysis/Damage Repair, Painting and Refinishing, Plastics and Adhesives, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 6/2008

Somerset Community College, South

(Post-Secondary)

230 Airport Road Somerset KY 42501

Gary Taylor

(606) 677-4049

Areas of Certification:

Mechanical and Electrical, Non-Structural Analysis/Damage Repair, Painting and Refinishing, Plastics and Adhesives, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 4/2006

West Kentucky Community & Technical College

(Post-Secondary)

PO Box 7380

Paducah KY 42002

Jerry Scarbrough

(270) 554-4991 View School Web Site

Areas of Certification:

Mechanical and Electrical, Non-Structural Analysis/Damage Repair, Painting and Refinishing, Plastics and Adhesives, Structural Analysis and Damage Repair

Programs:

Collision Repair and Refinish

Certification Expiration: 12/2008

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DIMAN REGIONAL VOCATIONAL
DISTRICT COUNCIL 21 DISTRICT COUNCIL
TRAINING CTR
DURANGO HIGH SCHOOL

EAST HIGH SCHOOL - WLDG DEPT
EAST MISSISSIPPI COMMUNITY
EASTERN MEXICO UNIV ROSWELL
EASTERN OK CO AREA VOC CTR #23
EASTERN WYOMING COLLEGE
EASTLAND CAREER CENTER
ELECTROMANUFACTURAS SA
ELIZABETHTOWN TECH COLLEGE
ESCAMBIA SPECIAL EDUCATION

FAYETTE PLATEAU VOC-TECH CTR
FCI MORGANTOWN WLDG VT
FIRST COAST TECH INSTITUTE
FLINT & SAGINAW SHEET METAL JA
FLORENCE-DARLINGTON TECH COL
FOUR COUNTY AREA VOC CO
FOUR COUNTY CAREER CENTER
EOX VALLEY TECHNICAL INSTITUTE
FRANKLIN CO CAREER & TECH CTR
FRANKLIN COUNTY TECH SCHOOL
FRANKLIN-SIMPSON CAREER & TECH
FRANKLIN TECHNOLOGY CENTER
FRANKLIN TECHNOLOGY CENTER
FUNDAHTEC

GADSEN STATE COMM COLLEGE GALLIA-JACKSON-VINTON JVSD GARDEN CITY HI SCH COMM COLL GATESVILLE INDEPENDENT SCHOOL GEICO - AUTO DAMAGE SCHOOL PLUMBERS & PIPEFITTERS #344
PLYMOUTH SOUTH HIGH SCHOOL
PORTIFICIA UNIV CATOLICA PERU
PORTLAND COMMUNITY COLLEGE
PULASKI TECHNICAL COLLEGE
PROFESSIONAL CAREER ACADEMY
PRT-VO-TECH CENTER

QUENTIN BURDICK JOB CORPS QUINCY HIGH SCHOOL CENTER

RED RIVER TECHNOLOGY CENTER
REGIONAL TECHNICAL INST
REND LAKE COLLEGE
RIDGE TECHNICAL CENTER
ROGUE COMMUNITY COLLEGE
ROWAN TECHNICAL COLLEGE
ROY MUNICIPAL SCHOOLS
RUSSELL TECH EDUCATION CTR
RUSSELLVILLE AREA TECH CTR

SALT LAKE COMMUNITY COLLEGE SANDERSVILLE TECHNICAL COLLEGE SANTA FE COMMUNITY COLLEGE SCHENCK WELDING PROGRAM SCHOOL OF COOPERATIVE SENAI-CENTRO DE TECNOLOGIA SHAWSHEEN VALLEY TECH HS SHEET METAL TRAINING FUND SHEET METAL WKS JATC 33 CLEVEL SHEET METAL WORKERS LOCAL 100 SILVER LAKE REGIONAL HIGH SCHOOL SKAGIT VALLEY COLLEGE SOCIEDAD MEXICANA SOLDADURA SOUTH VO-TECH HIGH SCHOOL SOUTHEAST COMMUNITY COLLEGE SOUTHERN MAINE COMM COLLEGE SOUTHSIDE CTR FOR APPLIED TECH ST. LAWRENCE - LEWIS BOCES STARK CO VOCATIONAL SCHOOL **SUN AREA CAREER & TECH CENTER**

TENNESSEE TECHNOLOGY CENTER -**ATHENS** TENNESSEE TECHNOLOGY CENTER -**JACKSON** TENNESSEE TECHNOLOGY CENTER -**MCKENZIE** TENESSEE TECHNOLOGY CENTER -**ELIZABETHTON** TENESSEE TECHNOLOGY CENTER -**KNOXVILLE** TENESSEE TECHNOLOGY CENTER -LIVINGSTON TENESSEE TECHNOLOGY CENTER -SHELBYVILLE TEXAS ENGINEERING EXTENSION SV TEXAS STATE TECH COLLEGE THE PRUDEN CENTER FOR IND & TE TIC HOLDINGS INC TN TECH CENTER AT HARTWVILLE TN TECH CENTER AT JACKSBORO TN TECH CENTER AT LIVINGSTON TREASURE VALLEY COMM COLLEGE TRI COUNTY TECHNOLOGY CENTER TRI-STATE WELDING INSTITUTE TRIANGLE TECH TRIDENT TECHNICAL COLLEGE TRUCKEE MEADOWS COMM COLLEGE TRUMBULL CO JOINT VOC SCHOOL **TULSA TECHNOLOGY CENTER**

GLEN MILLS SCHOOL
GRAND RIVER TECHNICAL SCHOOL
GRAYS HARBOR COLLEGE
GRAYSON COUNTY COLLEGE
GREAT PLAINS AREA VOC TECH SCH
GREAT RIVERS VOC TECHNICAL SCH
GREATER ALTOONA CAREER & TECH
GREATER LOWELL TECH HIGH SCHOOL
GULF UNIVERSITY

HART/MEXICO TECH SCHOOL HARTNELL COLLEGE WELDING TECH HERNDON CAREER CENTER HILL COLLEGE HOHOKUS SCH TRADE & TECH SCIEN HOT SPRINGS REHABILITATION CTR

ILLINOIS CENTRAL COLLEGE
ILLINOIS WELDING SCHOOL
IMPERIAL VALLEY COLLEGE
INST FOR CONSTRUCTION EDUC
INTEGRATED MARINE & TECH CTR
INTERNATIONAL DIVING INSTITUTE
IOWA LAKES COMMUNITY COLLEGE
IVY TECH STATE COLLEGE
IVY TECH STATE COLLEGE REGION 14
IVY TECH COLLEGE REGION 08

J D PATTON AREA TECHNOLOGY CTR
JACKSON COUNTY AREA TECH CTR
JEFFERSON COUNTY JOINT VOC
JEFFERSON TECHNICAL COLLEGE
JEFFERSONVILLE HIGH SCHOOL
JOHN HANDLEY HIGH SCHOOL
JOHN A LOGAN COLLEGE
JOHNSON CNTY COMM COLLEGE
JORGE H. RUIZ CASTRO

KALAMAZOO VALLEY COMM COLLEGE
KAW AREA VOC TECH SCHOOL
KY TECH CARROLL CO AREA TECH
KY TECH GARRARD CO ATC
KY TECH HARRODBURG CENTER
KY TECH LAKE CUMBERLAND ATC
KY TECH ROCKCASTLE CO ATC

LEFLETCHER TECH COMM COLLEGE LA TECH COLLEGE LAKE COUNTY HIGH SCHOOLS TECH LANSING COMMUNITY COLLEGE LAREDO JOB CORPS **LEBANON CO CAREER & TECH CTR** LEE HIGH SCHOOL **LEHIGH CAREER & TECH INST** LENAPE AVTS LENAWEE SCHOOL DISTRICT LENOIR COMMUNITY COLLEGE LEWIS-CLARK STATE COLLEGE LEX LA-RAY TECH CENTER LINCOLN ELECTRIC WELDING SCH LINCOLN LAND COMMUNITY COLLEGE LOUISIANA TECHNICAL COLLEGE SHREVEPORT-BOSSIER CAMPUS LAKE **CAREER & TECHNICAL CENTER** LURLEEN B WALLACE COMM COLL

TUSCOLA TECHNOLOGY CENTER

UAM COLLEGE OF TECH MCGEHEE
UAW-Chrysler Tech Training Ctr
ULSTER CO CAREER & TECH CENTER
UPPER BUCKS COUNTY TECH SCHOOL
UNIV OF ALAKSA SE
UNIVERSITY NEW MEXICO GALLUP
BRANCH
UNIVERSITY OF ALASKA ANCHORAGE
USPS NATL CTR EMPLOYEE DEVELOP

VALLEY VOCATIONAL COLLEGE
VALLEY VOCATIONAL TECH CENTER
VATTEROTT COLLEGE
VENTURA COUNTY COMMUNITY COLL
VICTOR VALLEY COMM COLLEGE
VINCENNES UNIVERSITY

W-S-W-H-E BOCES WALLA WALLA COMMUNITY COLLEGE WALTHAM PUBLIC SCHOOLS-VOC WARREN COUNTY VOC TECH HI SCH WASHINGTON CO ADULT SKILL CTR WATC GROVE CAMPUS WAYNE CO SCHOOLS CAREER CENTER WAYNE-FINGER LAKES BOCES WELDER TRAINING & TESTING INST WELDING RESEARCH INSTITUTE WELDTECH TRAINING INC WEST KENTUCKY COMM & TECH COLL WEST POINT CAREER & TECH CENTER WESTERN DAKOTA TECH INSTITUTE WESTERN WISCONSIN TECH COLLEGE WHITMER CAREER TECHNOLOGY CNTR WHITTIER REGIONAL VO-TECH WICHITA AREA TECHNICAL COLLEGE WILLIAM J DEAN TECH HGH SCHOOL WILLIAM N NEFF CTR FOR CAREER WILLIAMSPORT AREA HIGH SCHOOL WISE SKILLS CENTER WITHLAACOOCHEE TECHNICAL INST WORCESTER VOCATIONAL SCHOOLS

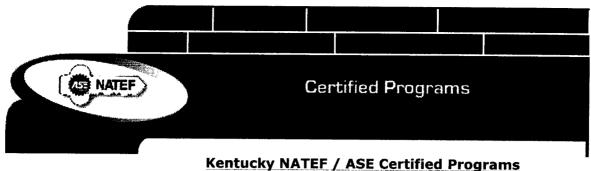
MADISON COMPREHENSIVE HS MANATEE TECHNICAL INSTITUTE MANUFACTURING TECHNOLOGY INST MATANUSKA-SUSITNA BRGH SCH DIS MATC WEST MAYFIELD GRAVES CO TECH CENTER MEADE CO TECH CENTER MERCER COUNTY TECH ED CENTER MERCY INSTITUTE OF TECHNOLOGY MERIDIAN TECH CENTER MESABI RANGE COMM & TECH COLLEGE METROPOLITAN COMMUNITY COLLEGE MIAMI VALLEY CAREER TECH CTR MID DEL TECHNOLOGY CTR MID-AMERICA VO-TECH MID-EAST OHIO VOC SCH DISTRICT MIDDLE BUCKS INSTITUTE OF TECH MIDDLE EAST INDUSTRIAL TRNG MIDLAND COLLEGE MINGUS UNION HIGH SCHOOL MISSISSIPPI GULF COAST COMM MO KAN IRONWORKER APPRENT SHC MODERN WELDING MONROE CO AREA VOC TECH SCHOOL MONROE CO TECH CENTER MONROE COUNTY COMMUNITY COLL MONTANA STATE UNIV/NORTHERN MONTANA TECH COLLEGE PF TECH MOORE NORMAN TECHNOLOGY CENTER MORRISON R WAITE HIGH SCHOOL MOUNTAIN EMPIRE COMM COLLEGE MUNCIE COMMUNITY SCHOOL

Back To The Top



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Kentucky

Ashland Technical College

(Post-Secondary)

4818 Roberts Dr. Ashland KY 41102

Richard Burnett

(606) 928-6427

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Heating and Air Conditioning, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Medium/Heavy Truck

Certification Expiration: 6/2008

Boone County ATC

(Secondary)

3320 Cougar Path Hebron KY 41035

Joe Pietrosky

(859) 689-7855

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Gasoline Engines, Heating and Air Conditioning, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Medium/Heavy Truck

Certification Expiration: 2/2008

Eastside Technical Center

(Secondary)

2208 Liberty Road Lexington KY 40509

Jay O'Hair

(859) 381-3740

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Medium/Heavy Truck

Certification Expiration: 6/2008

Elizabethtown Technical College

(Secondary, Post-Secondary)

620 College Street Road Elizabethtown KY 42701

Leslie Pike

(270) 766-5133

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Heating and Air Conditioning, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Medium/Heavy Truck

Certification Expiration: 3/2009

Mayo Technical College

(Post-Secondary)

150 Industrial Park Road Hager Hill KY 41222 Kyle Adams

(606) 789-5690

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Gasoline Engines, Heating and Air Conditioning, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Medium/Heavy Truck

Certification Expiration: 6/2006

Somerset Community College, South

(Post-Secondary)

230 Airport Rd. Somerset KY 42501

Jason McPheron

(606) 677-4049

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Heating and Air Conditioning, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Medium/Heavy Truck

Certification Expiration: 10/2007

West Kentucky Technical College

(Post-Secondary)

234 Pioneer Industrial Drive Mayfield KY 42066

Dennis Hibbs

(270) 247-9633

Areas of Certification:

Brakes, Diesel Engines, Drive Train, Electrical Electronic Systems, Heating and Air

Contact NATEF

Conditioning, Preventive Maintenance Inspection, Suspension & Steering

Programs:

Home

Medium/Heavy Truck

Certification Expiration: 11/2007

National Automotive Technicians Education Foundation 101 Blue Seal Drive, Suite 101 · Leesburg, Virginia 20175

C Links

(703) 669-6650 Fax: (703) 669-6125 webmaster@natef.org

Site Index

STICKYDIGITAL

STANDARD 17

Proper Placement (See bottom section re. Tasks) Workforce Development Cabinet Department for Technical Education Cooperative Technical Education Training Plan Agreement

Last Name	Williams,	First Name		Jame.	s (Jamie)	МІ	M	
SS Number	408-35-9617	Date of Birth		12-04	-			
Address ***	· 10 main st. City			Bark	Barantown State Ky			
Phone Number	302-349-1234		Zip	40004				
High School	(Count	y His	Or	Selver	Q.			
TECH School		A G	ر 					
Address	1060 Bloomfield	RS	City	Barde	stown	State	KY	
Phone Number	502-348-9096		Zip	4000	54	Regi	on	
Program Area	CAD			CIP Code	48.101	.50		
DOT Title	Detailer			DOT Code	22514	<u>. </u>		
Instructor Name	A. Boblitt		. (Course 1	· · · · · · · · · · · · · · · · · · ·			
ordinator Name	1			Course 2		·		
Phone Number	348-9096 Ex	20	3	FAX	316-	909	7	
Company Name	Western Auto		:	· .				
Address	612 Blomback	RS.		Phone	502-8	148	-489	
City Bard	istour - V	St	ate	КУ	Zip 40	204	(
Contact m	tcheel Jones		Hours	Per Week	15%			
Title Ma	nagu ,		Starti	ng Date /-4-0-5-		17-		
Work Schedule M-F 12 too N - 3pm Hour			Hour	ly Wage \$550				
Student will be trained in and complete the following tasks:								
2: Viderstanding terms & instructions on prints 3: Assembly of equipment relating to due prints								
Proper work ethics								
5:								

WORKFORCE DEVELOPMENT CABINET Work-based Learning Agreement Department for Technical Education Page 1 of 4

Department for Technical Education
Cooperative Technical Education Training Plan Agreement

Last Name	Williams	First Name		James	s (Jamie)	Мі	M
SS Number	408-35-9617	Date of Birth		12-24-84			
Address	10 main st		City	Bark	rtown	State	KY
Phone Number	502-349- 1234		Zip	410004		· · · · · · · · · · · · · · · · · · ·	
High School	Count	y Hio	Qr_	Selver	Q.	 	
TECH School	A7	- J	,				
Address	1060 Bloomfield	RS	City	Bard	stown	State	KY
Phone Number	502-348-9096		Zip	4000	04	Regio	on
Program Area	CAD	·		CIP Code	48.101	.50	
DOT Title	Detailer			DOT Code	22514	l .	
Instructor Name	A. Bohlitt			Course 1		1.200	
ordinator Name	A U	· · · · · · · · · · · · · · · · · · ·		Course 2		·	·
Phone Number	349-9096 Ex	t. 20	3	FAX	3/6-	909	7
Company Name	Western Auto		: ⊤				
Address	612 Abrombiela	RS.		Phone	502- 3	348	-489
City Box	Astonia	s	tate	<u> </u>	Zip 40	004	(
Contact m	tcheel Jones		Hours	Per Week	151		
Title Manager ' Start			Starti	tarting Date $1-4-0$ $5-12$		-17-0-	
Work Schedule M-F 12100N - 3pm Hou			Hourl	Hourly Wage \$550			
Student will be trained in and complete the following tasks:							
1: On the state of							
2: Understanding terms & instructions on prints 3: Assembly of equipment relating to blue prints							
4: Proper we	ork ethics			T,			
5:					, . · ·		

SERNO

CABINET FOR WORKFORCE DEVELOPM Work-based Learning Agreement Page 2 of 4 Department for Technical Education Cooperative Technical Education Training Plan Agreement

THE STUDENT AGREES TO:

- Be courteous and considerate of the employer, co-workers and others.
- Keep the employer's interest in mind and to be punctual, dependable and loyal.
- Notify the employer and the coordinator as soon as possible if unable to go to work and/or school.
- Keep such records of work experience and wages earned as required by the school and to submit them on or before ويرخوان specified deadlines.
- Conform to the policies and regulations of the employer and the school.
- Maintain a satisfactory performance level on-the-iob.
- Abide by the Training Plan Agreement developed by the teacher, coordinator and employer.

THE COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO:

- Prepare, with the assistance of the training sponsor, a Training Plan Agreement.
- Revise the Training Plan Agreement as needed to improve the student's work experience.
- Visit the student on the job on a regular basis to determine instructional needs and to insure that the student receives job training and supervision as well as variety of job experiences.
- Recognize that much of the information gathered at the company is confidential.
- Make provisions for the student to receive prior or concurrent related instruction on a regularly scheduled basis as outlined in the Training Plan Agreement.

THE PARENT OR GUARDIAN AGREES TO:

- Accept responsibility for the student's safety and conduct while traveling to and from school, place of employment and/or home.
- Support the concepts of the Cooperative Technical Education Course.

THE EMPLOYER AGREES TO:

- Take an active part in the training and supervision of the student while providing on-the-job instruction in accordar. with the Training Plan Agreement.
- Assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.
- Provide close supervision by an experience and qualified person and to avoid subjecting the student to unnecessary or unusual hazards.
- Notify the parent and the school immediately in case of accident, sickness or any other serious problems.
- Permit and expect the coordinator to visit periodically to discuss the progress of the student and to observe him/her on the job.
- Give the same consideration to the student as given to other employees in regard to safety, health, general employment conditions and other regulations to the business.
- Comply with all regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, marital status or age.

If this Agreement is for a paid Cooperative Technical Education placement the employer certifies that this student is covered by Worker's Compensation Insurance and that the policy is now in force and registered with the Department of Workers Claims in Frankfort, KY as prescribed by law (KRS 324.630) (or with the appropriate agency if outside of Kentucky.

Co-op Coordinator

Employer

chool Director/Principal

The Kentucky Department for Tachnical Education complies with all federal regulations prohibiting discrimination on the pasis of race, color national orgin sac, disabilities raligion, marital status or age

County Area Technology Center

Application for Co-op Training Program

Name: 108-35-9617	ms)	Date: 127
Parents Name: Malen	William	Phone: <u>502 - 349</u> -1234
Circle program in which you are	enrolled:	
Air Conditioning	Carpentry	Computer Aided Drafting
Computer Technology	Health Sciences	Welding
Wood Technology		100 Per 100 Pe
List program related classes you Blue DINT Reading	have had before this sch	ool year:
Basic Drofting Ties	barrat Safer	ty
List program related classes you	are taking this school ye	ar:
		The property
		10 10 10 10 10 10 10 10 10 10 10 10 10 1
• I have read the rules and proce		e and agree to abide by them.
Student Signature:	to elline	Date: 12 7
I understand that the above nar school hours to work at a regul op training program.	ar work site and has my	permission to enroll in the co-
Parent/Guardian Signature: 116	telle Wellen	W vate: 12/1/
The above named student has s approved to enroll in co-op train.	lng.) /
Instructor Signature: (leice	M. Bollett	_ Date: 16/1/6

County Area Technology Center

1060 Bloomfield Road, Bardstown, KY 40004 Phone: 502-348-9096 Fax: 502-348-9097

Rules and Procedures for the Co-op Program

- 1. <u>APPLICATION:</u> You must apply to enroll in the co-op class. If you are under the age of 18 your parents/guardian must sign the application and give permission for participating in the co-op program. You may pick up an application from your instructor, the co-op coordinator or at the front desk of the Technology Center. Your instructor must approve of your workstation prior to starting to work.
- 2. TRAINING PLAN AGREEMENT: You and your program instructor must also complete a training plan agreement. Your instructor, your parents/guardian, your employer, and the co-op coordinator must sign the training plan agreement. The training plan agreement outlines the skills you are to learn while working in the co-op position. The training plan agreement must also list your employer's name and your supervisor's name, address, and phone number. It also must include your work schedule.
- 3. STARTING A CO-OP JOB: You must have a job within two weeks after the start of each semester or you will be placed in regular classes.
- 4. <u>ATTENDANCE</u>: If you want to work, you must come to school that day. When you must be absent from work, call the Technology Center and your employer and tell them why you will not be at work <u>before</u> your shift begins. You must sign in/out at the high school when you arrive from co-op or when you check out to go to co-op. Your attendance at your workstation will be recorded on your permanent record.
- 5. <u>DISMISSMAL OR FIRED FROM JOB:</u> If you are fired or dismissed from the co-op job, you are out of the co-op program. Your schedule will be changed to regular classes.
- 6. CHANGING POSITIONS: If you desire to change jobs or work positions, discuss this change with the program instructor or the co-op coordinator before you change. If the decision for a change is made, you must give proper notice to your employer. (This is normally a regular pay period. If you are paid weekly you must give a one week notice that you are going to change positions, if you are paid every two weeks you should give two weeks advance notice, etc.)
- 7. EVALUATIONS: Your supervisor at work will evaluate you on a form supplied by the Technology Center. The evaluation will be given to your instructor and the instructor is responsible for assigning your official grade for the co-op class. Only the final semester grade will be recorded on your permanent records. Your instructor will also give you a letter grade every nine weeks so that you know how you are doing in co-op. However, other grading periods will be a "P" (Pass) or "F" (Fail) for your co-op class.
- 8. <u>INSURANCE:</u> Your employer must pay for worker's compensation insurance for you while you are working in co-op. This is also true when employed by a parent or relative. Your school insurance, paid by Kentucky TECH to cover you while enrolled in the Technology Center does not cover you while you are in a paid co-op program.

Address

SCHOOL_

PROGRAM

5

Page 1 of 4

SCHOOL			
PROG	RAM		

Standard 17 – B Work-based Learning Health Agreement (blank) Page 2 of 4

STANDARDIZED FORMAT: AGREEMENT FOR HEALTH OCCUPATIONS PROGRAMS WITH AFFILIATING AGENCIES

MEMORANDUM OF AGREEMENT

NAME	OF	PROGRAM (S) :
------	----	-----------	---	-----

guided experiences; and

This agreement is made between	(hereinafter
collectively referred to as Affiliating Agency), and the	
(hereinafter referred to as school).	
WHEREAS, SCHOOL will provide qualified instructors to teach	the total
program and will endeavor to work with the staff of Affiliating Age	ency at all

WHEREAS, one instructor will be designated by SCHOOL to coordinate

planning with AFFILIATING AGENCY, and AFFILIATING AGENCY will designate

one staff member to coordinate utilization of the clinical facilities for

WHEREAS, the administration and staff of AFFILIATING AGENCY will seek at all times to create a favorable environment conducive to the best possible learning situation, and AFFILIATING AGENCY will provide SCHOOL with copies of printed materials covering standard operating procedures applicable to the training program; and

WHEREAS, AFFILIATING AGENCY and SCHOOL, both, adhere to the policy of affirmative action to correct under utilization of minorities and women and not to discriminate on the basis of race, color, religion, national origin, handicap, sex, age, or political affiliation; and

WHEREAS, SCHOOL will work closely with AFFILIATING AGENCY to assure the latter that all students meet the minimum standards of conduct and dress set by AFFILIATING AGENCY, and on discipline matters, AFFILIATING AGENCY representative and SCHOOL designee will meet to discuss ways of settling difficulties.

NOT, THEREFORE, in consideration of the mutual promises and undertaking herein specified, AFFILIATING AGENCY and SCHOOL agree as follows:

Educational Program

- a. SCHOOL agrees to execute the appropriate curriculum which includes instruction and learning experiences essential for the occupational area.
- b. AFFILIATING AGENCY will provide appropriate learning experiences and observations for students where practical.
- c. SCHOOL agrees to provide qualified personnel to act as instructors;

 AFFILIATING AGENCY will aid in the supervision of students.
- d. SCHOOL further agrees to furnish the necessary teaching aids, library reference books, classroom supplies and equipment and other teaching materials as may be necessary for the systematic and proper conduct of the educational programs.
- e. SCHOOL will place emphasis on developing proficiency in skills in actual clinical situations. AFFILIATING AGENCY agrees to furnish clinical practice areas within its facilities.
- f. SCHOOL will coordinate the student assignment with the supervisor of the clinical areas.
- g. The assigned experiences will be selected for the educational benefit of the student.
- h. Students will not be assigned experiences in a manner that would permit them to replace a regular employee.
- i. The students are not necessarily entitled to jobs within the facility upon completion of training.
- j. Each individual assigned to a period of affiliation will previously have signed the statement of understanding that is attached and made part of this agreement.

Time Schedule

The maximum time (classroom and clinical) scheduled for an individual pupil shall not exceed seven (7) hours per day excluding time for meals. A copy of the SCHOOL schedule indicating school holidays and other closures will be provided to the AFFILIATING AGENCY by the SCHOOL.

Termination of Agreement

Administrator

This agreement shall continue in force until terminated by either party upon written notice of not less than six (6) months, except that SCHOOL may terminate it by shorter notice in the event appropriations do not provide adequate funds for the continuance of the program. No termination shall be effected without adequate provisions being made for students enrolled at the time to complete the full curriculum.

IN WITNESS THEREOF, AFFILIATING AGENCY and SCHOOL have executed
this Agreement which shall become effective ondate
after signatures by the authorized representatives of the parties
APPROVED:
Chief Administrative School Officer
APPROVED:
ByAffiliating Agency Representative

Standard 17 - D Work-based Learning Evaluation

KENTUC	KY TECH -		COUN	TY CEN	TER			KE	NTARE
Pho	no: _	7a:	x: 502-1	,					
		, -		Experience	: Evaluati	on			
Name of Stud	ent Jamie	Well	lond	_	Vocatio	nal Progran	n Draf	ition \	CAN
Employer <u>W</u>	lestern Au	to				er Phone		<u> </u>	795
Evaluation Pe	riod <u>1/14/</u>			-	through				
Student Attend	iance								
Day of Month	14 15	16	17	18					
Hours Worked	5 5	4	2	5		 			
Hours		 	3	<u> </u>					
Absent Place H in bloc		<u> L</u>							
Appearance Attitude Cooperation Initiative Performance Work Production Overall Performance Average	A	——————————————————————————————————————	•	9 9 9 9 9 8. 8. 8. 7. 7. 7. 60	isted at th he gradin nce avera	, please evalue left by using scale belonge is computed the six area of the si	ing a num w. The o ited by fir	ierical gra verall per	ade from
Imployer's Remo	and low	hofen	Thin	is of	mus The	Jane 18	Jal	u a	<u> Littl</u>
fourly Wage			- / -						
		•							
Gross Amount Ex		•							
verify that this is	an accurate stat	ement of the	he student'	s attendan	ice and ev	aluation.			

8/14/95

Employer's Signature

Log of Work-Based Learning Employer Contact

SCHOOL: <u>Cen</u>	tral ATC		PROGRAM: Carpentry				
Student Name: _	Chad Smith	Beginning Da	ate: <u>08-15-</u>	_ Ending Date:	05-15-		
Working Days: _	M-F	Working Time: _1	2N – 3 p.m				
Company Name:	_Todds Constru	uction Addr	ess: 112 Main	Street, Frankfort,	KY 40601		
Contact Person:	Kathy Todd	Telephone:	_502-223-8976	6 Fax:	502-223-8977		
		n-the-job at least on ate work assignmen	•				

Date of Visitation	Person/Title Making Visit	Observation
08-01	Mike Penny, Teacher	Safe environment. Supervisor has realistic expectations.
10-10	Mike Penny, Teacher	Supervisor is giving Chad appropriate work assignments. Chad late one day.
01-15	Mike Penny, Teacher	Chad is learning to work as a team member. Chad late one day—given warning
01-22— by phone	Mike Penny, Teacher	Chad has not been late this week.
03-02	Mike Penny, Teacher	Chad is maturing in work ethic.
05-15	Mike Penny, Teacher	Chad has done a terrific job. Position will be open to a returning student next year.

STANDARD 18

4.64



Ensuring quality educators for Kentucky schools

100 Airport Road, 3rd Floor Frankfort, Kentucky 40601 Telephone: (502) 564-4606 Toll Free: (888) 598-7667 FAX: (502) 564-7080

April 11, 200

Re:

Dear

Based on action by the Education Professional Standards Board taken on August 18, 2003, you are approved to serve as a Rank 3 occupational-based career and technical teacher effective April 11, 2005. You are hereby notified that you must complete all required assessments, including any PPST assessments, on or before October 11, 2005 to continue serving in your position. It is strongly recommended that you provide a copy of this letter to your career/technical school principal and/or local school superintendent.

Sincerely,

Michael C. Carr

Director of Certification

Ćc: Vickie Staley

VOCATIONAL

Statement of Eligibility and Confirmation of Employment

for the <u>Non-Degreed Instructor</u>
Vocational/Technical Beginning Teacher Internship

		· · · · · · · · · · · · · · · · · · ·
PART A - STATEMENT OF ELIGIBILITY This Statement of Eligibility serves as evidence that the ho	older is eligible for teacher o	edification and rank in the
Commonwealth as a vocational/technical teacher in the specific document, complete Part B and return to the Division of Certification, 1024 Capital Center Drive, Frankfort, KY	pecialty listed. Upon employ f Testing and Internship. C	yment of the person named on this
Candidate Name	Candidate Test Date	05-31-
Social Security #	Specialty Area Test	Welding
RankIII	Expiration Date	05-31-06
Janet Banta of	Victor Sta	ly 6/20/2
Director, Division of Dertificate Processing	Kentucky Departme	ent for Technical Education
PART B - CONFIRMATION OF EMPLOYMENT		
Beginning Date of Internship 08 01 Mo. Day Yr		
Beginning Date of Employment 07 16 Breckinridge County Mo. Day Yr.	Teaching Area and	PSD Code Welding/5788
Area Technology Center/901	LSD Name/#Brec	kinridge Co. Bd. of Ed/065
(School Name/#)		e A. Spencer
P.O. Box 68, Hwy. 60 (Address)		
	Social Security	Number
Harned, KY 40144	Resource Teacher_	Sheila D. Macy
(City, State, Zip)	Schoo1 Social Security I	Breckinridge County ATC
School Phone Number (270) 756-2138	Godar Gecurry i	ndifficer
According to the school calendar and the date of amployme complete:	ent of the beginning teacher	, the beginning teacher will be able to
oompicie.		
X Fall Semester,, 20 une, Fall Semester,, 20 June, Spring Semester, 20 June,	20 (70 days internship	p in school year)
Spring Semester,, 20 Jui	ne, 20 (70 days of inte	rnship in school year)
,,,	(2000 (112)	170 days in school year)
VERIFICATION OF EMPLOYMENT		
- AC		
Signature <u>Nayne Yoeneu</u> KYFECHArea Technology Center Principal/Loc	al-School District Superinter	Date <u>5-3/-0.</u>
Signature		E-21 A
Beginning Teache	er <u> </u>	Date <u>5 5/-0</u>
TEACHER'S CURRENT ADDRESS: 700 Navaho T		
Street (Route)	(Apt.Box Number)	City State Zip

CABINET FOR WORKFORCE DEVELOPMENT KENTUCKY DEPARTMENT FOR TECHNICAL EDUCATION (502) 564-4286 EPSB CERTIFICATION

JUN 2 4 200

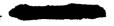


COMMONWEALTH OF KENTUCKY

FRANKFORT, KENTUCKY

CERTIFICATE FOR TEACHERS AND OTHER PROFESSIONAL SCHOOL PERSONNEL

THIS CERTIFIES THAT



CERTIFICATE NUMBER



HAS COMPLETED A PROGRAM OF PROFESSIONAL PREPARATION AND IS HEREBY ISSUED THIS CERTIFICATE IN ACCORDANCE WITH SECTION 161 OF THE KENTUCKY REVISED STATUTES AND IN ACCORDANCE WITH THE LEGAL AUTHORITY OF THE KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD.

Code

Degree and Institution

RANK UNDER KRS 157,390: 3

01/20/2005

VALID FROM THE INDICATED EFFECTIVE DATE TO EXPIRATION DATE FOR PROFESSIONAL SERVICES IN KENTUCKY SCHOOLS AS SHOWN BELOW. THIS DOCUMENT INCLUDES ALL CERTIFICATION CURRENTLY IN EFFECT FOR THE RECIPIENT AND SUPERSEDES ANY AND ALL CERTIFICATES PREVIOUSLY ISSUED.

Code	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Certification	Effective Date	Expiration Date
76 <i>6</i>	Carpentry		01/20/200	0.5/30/20(
NENI	Provisional Education	Internship for Vocational EducationIndustrial	01/20/200	06/30/200
	RENEWAL REQUINSTITUTE BY	1011 12101121		

IT IS THE RESPONSIBILITY OF THE CERTIFICATE HOLDER TO MAINTAIN THE VALIDITY OF THIS CERTIFICATE.

(See reverse side for a summary of renewal requirements)

DATE OF TRANSACTION: 2-8-2003

CS

Thelep & loger

EXECUTIVE DIRECTOR
EDUCATION PROFESSIONAL STANDARDS BOARD



One copy of this document should be filed with the employer

Rev. 11/04



COMMONWEALTH OF KENTUCKY

EDUCATION PROFESSIONAL STANDARDS BOARD FRANKFORT, KENTUCKY

CERTIFICATE FOR TEACHERS AND OTHER PROFESSIONAL SCHOOL PERSONNEL

THIS CERTIFIES THAT

CERTIFICATE NUMBER,

HAS COMPLETED A PROGRAM OF PROFESSIONAL PREPARATION AND IS HEREBY ISSUED THIS CERTIFICATE IN ACCORDANCE WITH SECTION 161 OF THE KENTUCKY REVISED STATUTES AND IN ACCORDANCE WITH THE LEGAL AUTHORITY OF THE KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD.

Code

Degree and Institution

1200

BACHELOR'S DEGREE, EASTERN KENTUCKY UNIVERSITY

RANK UNDER KRS 157,390:

VALID FROM THE INDICATED EFFECTIVE 07/01/1992
VALID FROM THE INDICATED EFFECTIVE DATE TO EXPIRATION DATE FOR PROFESSIONAL SERVICES IN KENTUCKY SCHOOLS AS SHOWN BELOW. THIS DOCUMENT INCLUDES ALL CERTIFICATION CURRENTLY IN EFFECT FOR THE RECIPIENT AND SUPERSEDES ANY AND ALL CERTIFICATES PREVIOUSLY ISSUED.

Code	Certification	Effective Date	Expiration Date
VET	CERTIFICATE FOR VOCATIONAL EDUCATION-TEN-YEAR CERTIFICATE FOR TEACHING	07/01/1980	06/30/2010
A96	AREA SPECIALIZATION: INDUSTRIAL EDUCATION PREPARATION LEVEL FOR		
763	AUTO TECHNOLOGY		

IT IS THE RESPONSIBILITY OF THE CERTIFICATE HOLDER TO MAINTAIN THE VALIDITY OF THIS CERTIFICATE

(See reverse side for renewal requirements)

DATE OF TRANSACTION:

05*-22-2*000

M194708B SD

EXECUTIVE SECRETARY

EDUCATION PROFESSIONAL STANDARDS BOARD

One copy of this document should be filed with the employer

KDE/MIC APPROVED 3200-1451 10/97

EDUCATION CABINET Office of Career and Technical Education

Standard 18 – B Professional Growth Professional Development Record



Professional Development Record
July 1,200 – June 30, 200 '25 hours required per year)

Name: William Bennett

Location: antral ATC

SIGNATURE	TOTAL HOURS	6/26/29/04	6/21,22/04	6/9/04	6/23/04	61/04	9/03	7(31) 03	7/31/03	Date of Training 10/01/03 7/22-25/03	
William Bennet	14 74.5	8	5	R	12	B	-	3,5	3.5	Number of Hours 6.0 35	
ennet DATE 6/30/0-		activition more mostly	BLACKBOARD WORKSAD	ANTHOUN BOOKES	CPS1 + CPS2	SCANNO CLALL	ABS SCEVILLE TIPS	SEXUAL HAZASEMUT	UIOLEIJCE II) WORPLALE	Type of Training First Aid in the Workplace of Auctor Tealing	
)/0		TODO WILLHOUS	POSITE SUPPORT	DAZRKU CHAZTICKU	DON ENTON	DARZOU CHASTIGON	JIM MARKH	068BIE SCIPRE	STAN CAPTION	(C)	
		.00	794	230	165	163	23	939	965	Documentation Yas WES	

SUPERVISOR'S SIGNATURE Had Carter DATE 6/20/0-RECORDED (1) & 8/3/This does not include 2 callegel courses taking the



Certificate of Completion

Awarded To:

The undersigned hereby acknowledges and recognizes that this participant has attended a seminar on:

Understanding Emissions

Completing 4 Credit Hours of Technical Training

David W. Mitchell

Director, Field Operations, Melior, Inc.

Melian

Completion Date:

July 22 , 200 -



Certificate of Completion

Awarded To:

The undersigned hereby acknowledges and recognizes that this participant has attended a seminar on:

Understanding Emissions

Completing 4 Gredit Hours of Technical Training

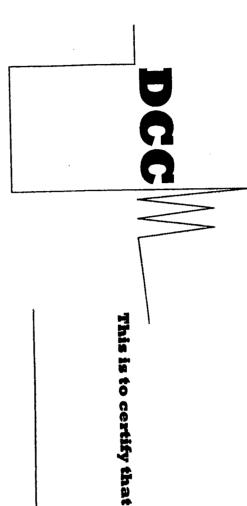
David W. Mitchell

Director, Field Operations, Melior, Inc.

The Link

Completion Date:

July 22 , 200_



Has satisfactorily completed the Program

Anti-Lock Brakes

As part of a 8 hour training class!

signature on this 9h of June, 200 In testimony thereof I have affixed My Achievement Certificate



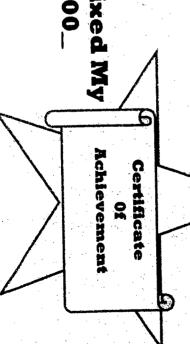
This is to certify that

Has satisfactorily completed the Program

Scanner Class

As part of a 8 hour training class!

signature on this 1st of June, 200 In testimony thereof I have affixed My



Department for Technical Education



This certificate is awarded to

For attendance at the CPS-2 Workshop

Date: 6-3-0_

Technical Upgrade Training Hours Awarded:

Traine

Trainer

Standard 18 – B. Professional Growth 25 Hours Completed Professional Development

COMMONWEALTH OF KENTUCKY

DEPARTMENT FOR TECHNICAL EDUCATION CABINET FOR WORKFORCE DEVELOPMENT

CERTIFIES THAT

successfully completed

VIOLENCE IN THE WORKPLACE

July 31, 200:__

STAN CARTON INSTRUCTOR

3.50 HOURS/CEUS AWARDED

Standard 18 – B. Professional Growth
25 Hours Completed Professional Developmen

COMMONWEALTH OF KENTUCKY

CABINET FOR WORKFORCE DEVELOPMENT DEPARTMENT FOR TECHNICAL EDUCATION

CERTIFIES THAT

successfully completed

SEXUAL HARASSMENT PREVENTION

July 31, 200-

Debbie Seider INSTRUCTOR

2.50 HOURS/CEUS AWARDED



Center for Continuing and Professional Education

presents this

CERTIFICATE of ACHIEVEMENT

ರ

that	given this_		who has succe
3.5	25 th day of	AYES Instructor Training	who has successfully completed
CEUS Monado J. Amboyer Jh.D., Dean	July 200_	tor Training	35 hours of instruction in
D			ön ii

Department for Technical Education



This certificate is awarded to

For attendance at the _(
ne
CPS-1
_Workshop

Date: 6-2-0

Technical Upgrade Training Hours Awarded:

Trainer

Trainer

Recognition is given to

for completion of

ABS SERVICE TIPS

Field Training on

SEPTEMBER 200,

CARQUEST Sponsor





JIM MARSH

Instructor

KENZ»

This certificate is awarded to

For attendance at the Blackboard Workshop

Date: June 21-25

Technical Upgrade Training Hours Awarded: / ఎ_____

rainer

Date

CERTIFICATE OF ACHEIVEMENT

__ has received 3.5 Continuing Education Units

granted b

Macomb Community College,

Center for Professional Education and Certification for educational achievement during the

200 Instructors Training Conference July 22 - 25, 200

Donald J. Amboyer, Ph.L

Dean Professional Education and Certification

Macomb Community College

Mestry beins

Kristen Davis

Education & Training Manager

Automotive Youth Educational Systems, Inc.

AUTOMOTIVE

Youth Educational Systems

The Passport to a Rewarding Automotive Career



Standard 18 – B Professional Growth

25 Hours Completed Professional Developmen

Certificate of Completion

Awarded To:

The undersigned hereby acknowledges and recognizes that this participant has attended a seminar on:

Line-Graph Snapshot Diagnostics

Completing 4 Credit Hours of Technical Training

Michael X. Joachim

Director, Client Service Support, Melior, Inc.

I De la Propertie

Completion Date:

July 22, 200: .

First Aid in the Workplace: What to do in the First Five Minutes

This certifies that

has completed the course, First Aid in the Workplace. The above named person has received CPR training in accordance with American Heart Association guidelines.

The above course was a six hour training activity.

nainer or Principal

Standard 18C -- PGP with Professional Development Standard 18D -- PGP with Technical Development Standard 18E PGP Aligns with PIP in Standard 19C

TEACHER PROFESSIONAL GROWTH PLAN (PGP)

School: Central Area Technology Center Teacher: William Bennett Teaching Area: Automotive School Year:

Professional Growth Needs	Growth Desired	Teacher Activity	Method of Assessing Growth	Support from Principal
Technical update	Up-to-date knowledge in field	Participate in staff exchange	Acquired knowledge will be incorporated into instruction	Provide release time and resources
Teaching certificate	Fulfill requirements for maintaining teaching certificate	Attend college classes	Transcript	Release time and tuition waiver
General teaching knowledge	Professional development	Attend CTE summer conference	Certificate	Release time and resources
AYES program requirements	AYES training	Attend AYES training	Certificate	Release time and resources
Development of open response questions	Better understanding of open response questions	Attend portfolio training at high school	Develop open response questions for assessment	Release time and resources

William Bennett
Signature of Teacher

Dat

Signature of Supervisor

Date

PATrainPGP

Standard 18D – PGP with Technical Development Standard 18E PGP Aligns with PIP in Standard 19C Standard 18C - PGP with Professional Development

TEACHER PROFESSIONAL GROWTH PLAN (PGP)

School:
nool: Central Area Technology Center Teacher:
William Bennett
_Teaching Area:
Automotive
School Year:

Professional Growth Needs Technical undate	Growth Desired	Teacher Activity Participate in staff exchange	Method of Assessing Growth
Technical update	Up-to-date knowledge in field	Participate in staff exchange	Acquired knowledge will be incorporated into instruction
Teaching certificate	Fulfill requirements for maintaining teaching certificate	Attend college classes	Transcript
General teaching knowledge	Professional development	Attend CTE summer conference	Certificate
AYES program requirements	AYES training	Attend AYES training	Certificate
Development of open response questions	Better understanding of open response questions	Attend portfolio training at high school	Develop open response questions for assessment

William Barnett
Signature of Teacher

Signature of Supervisor

PATrainPGP

Standard 18C – PGP with Professional Development
Standard 18D – PGP with Technical Development
Standard 18E PGP Aligns with PIP in Standard 19C

TEACHER PROFESSIONAL GROWTH PLAN (PGP)

School: Central Area Technology Center Teacher: William Bennett Teaching Area: Automotive School Year:

Professional Growth Needs	Growth Desired	Teacher Activity	Method of Assessing Growth	Support from Principal
Technical update	Up-to-date knowledge in field	Participate in staff exchange	Acquired knowledge will be incorporated into instruction	Provide release time and resources
Teaching certificate	Fulfill requirements for maintaining teaching certificate	Attend college classes	Transcript	Release time and tuition waiver
General teaching knowledge	Professional development	Attend CTE summer conference	Certificate	Release time and resources
AYES program requirements	AYES training	Attend AYES training	Certificate	Release time and resources
Development of open response questions	Better understanding of open response questions	Attend portfolio training at high school	Develop open response questions for assessment	Release time and resources

William Bennett
Signature of Teacher

Date

Signature of Supervisor

Date

PATrainPGP

STANDARD 19

Central Area Technology Center

Electricity Program Improvement Plan

1 Year Plan (200_ - 200_)

- Program and instructional equipment—include such items as software, smart board, LCD projector, etc.
- Facility improvement to accommodate instructional needs.

Г	 				Т		,			т—		
				Electric Bender		outlets	Install electrical		DC Trainer	Improvement	Facility	Equipment/
				Construction I			Direct Current		Direct Current	Course Title	KY Tech	
				Urangers		Education	Central Board of	TIAMENT TATE TO I	Amatrol – Lab Volt Cas	Description	Vendor and	
		committee.	recommended by advisory	Kequired to teach Electrical Construction I task list;	equipment accessible to students	and used equipment and to rearrange the lab to maximize	Need outlets to accommodate new	committee.	Needed to teach Direct Current task	Justification		
				—	•		NA		3	Quantity		
				\$1,000			0		\$2,000	Price		
				\$1,000))		0		\$6,000	Total Cost	!	

Equipment repair

	CC		
Equipment	Conduit Threader		
Maintenance Needed	New guard		
Vendor	ACE Equipment Repair		
Justification	Safety; needed to teach Electrical Construction I; a new conduit threader will cost \$1,200; old one is worth repairing		
Cost	\$300		

Supplies

advisory committee		
I task list; recommended by		
and to teach Electrical Constr		
Needed to use new electric bender	3/4" ENT	Additional conduit
Justification	Description	Supplies
Justification d to use new electric be teach Electrical Constr	Neede and to	Description

Professional Development/Training – Include training on teacher/program certification, technical and instructional equipment (may be included in the Professional Growth Plan)

Training/Location	DC Trainer						
Name of Teacher(s)	Hal Lewis				 		
of r(s)							
KY Tech Course or Equipment Correlation							
Date	;	200_					
Cost	Included in	price of	equipment			į	

Other needs per program assessment, students, principal, area supervisor, central office, etc.

Standard 19B – Program Improvement Plan – 3-Year Plan Standard 19C - Plan Aligns with PGP and Program Budget Standard 19D – Plan Aligns with Feeder School Goals

School:
Central Area Technology Center_
Program:
am:
_Automotive

3-Year Program Improvement Plan (200_ - 200_)

Needs per program assessment, students, principal, area supervisor, central office, district improvement plan(s), and/or high school improvement plan(s), and other.

o Prepare a master schedule that gives students the opportunity to complete certificates. o Prepare a course sequence that outlines requirements for students to complete certificates o Include requirements for certificates in student orientation o Share the course sequence with students, counselors, and parents to be used during advisory and other appropriate periods to increase enrollment o Maintain a record of students who qualify for certificates o Give the names of students receiving certificates to the TEDS operator o Invite guest speakers who are employed in nontraditional fields o Develop lesson plans that include teaching activities which profile individuals in non-traditional careers o Arrange tours where nontraditional employment is emphasized o Give nontraditional data to TEDS operator o Increase work-based learning activities o Increase work-based learning activities o Include postsecondary component on course sequences o School year School year School year
Advisory and other appropriate periods School year School year School year

Notes:
Green addresses school plans.
Blue addresses district plans.
Red denotes items in district plans but not included in high school plan.
Red program assessment standards are included in meeting the school/district plans except standards 16 (industry certification) and 20 (program budget).

Program and instructional equipment (equipment, software, smart board, LCD projector, etc) - include in program budget.

ω	2	-	
			Year
Software	Software	Software	Equipment/ Facility Improvement
Suspension	Cooling	Brakes	KY Tech Course Title
Technical materials	Technical materials	Technical materials	Vendor and Description
Needed for instruction on new suspension	Needed for instruction on cooling systems	Needed for instruction on new braking systems	Justification
 -	.	-	Quantity
			Price
2,000	2,000	2,000	Total Cost

Facility improvement to accommodate instructional needs - include in program budget

	,		
ω	2	1	Year
	Remodel to include classroom		Facility Year Improvement
			KY Tech Course Title
			Vendor and Description
	Required for AYES		Justification
			Quantity Price
			Price
	Paid by Local BOE		Total Cost

Equipment repair, replacement, and update - include in program budget

Year	Equipment	Maintenance Needed	Vendor	Justification	Cost
1-3	Scanner software	Replacement	Snap-On	To update software	\$300
1-3	Lifts	Repair	Rotary	Safety	\$300
1-3	Front end	Replacement	Hunter	Update	\$300
	alignment software				
1-3	Ratchets	Replacement	Snap-On	Worn out	\$100
1-3	Jack stands for	Replacement	Snap-On	Worn out	\$1,000
	hydraulic jack				

Supplies - include in program budget

Professional Development/Training - include training on teacher/program certification, technical and instructional equipment (may be included in the Professional Growth Plan)

1 See current Professional Growth Plan. Bennett All By 5/30/	Year	Training/Location	Name of Teacher(s)	KY Tech Course or Equipment Correlation	Date	Cost
Bennett All School year Bennett All School year School year		See current Professional Growth Plan.	Bennett		By 5/30/	\$200
Bennett All School year	2	Technical update, summer conference, college classes, AYES, and records management		All	School year	\$200
	3	Technical update, summer conference, college classes, AYES, and working with students with special needs	Bennett	All	School year	\$200

PATrainPIPwDistPlan

STANDARD 20

KENTUCKY WORKFORCE DEVELOPMENT CABINET PROPERTY INVENTORY BY LOCATION & ROOM NUMBER

Agency: 531 WFDC-OFFICE CT TOTAL TOTAL TRANS

	-4	-			_	-	_	~ 1	_	4	-4	يد	-	4	┛.	4	€ .	.	≈	⊴ 1 •	≤ •	5	<u>.</u>	<u>.</u>	s i ,	.	s i :	s l :	≤	# :	=	z i	4	4	\$	#		1
WF0000000147598	WF00000000147593	WF0000000147580	W\(\frac{1}{2}\)	WF0000000141914	NT-00000000141910	WF0000000141909	WF0000000141907	WF00000000141239	WF0000000128768	WF0000000128748	WF00000000128747	WF0000000128745	WF00000000128744	WF0000000128743	WF0000000128738	WF0000000128737	WF0000000113180	WF00000000113163	WF0000000106961	WF000000000099766	WF00000000099756	WF000000000099754	WF00000000096944	WF00000000096941	6E69600000000000	856960000000038		WF0000000096928	WF0000000096919	WF0000000096917	VAE-00000000000096915	CICACCACACACACACACACACACACACACACACACACA	\$06960000000004A	WF00000000096902	WF00000000096901	9689600000001A	Asset ID Number	Location: R6200000 Room #: 170302
ACCENT PC WIMONITOR	ACCENT PC W/MONITOR	ACCENT PC WAMONITOR	TELEVISION-ZENITH 27"	PRINTER-IBM LEXMARK OPTRA	TRANSMISSION TABLE-SNAP ON	TRANSMISSION JACK-SNAP ON	BRAKE LATHE-SNAP ON	TOOL BOX-SNAP ON	SCANNER-OTC 4000 MONTOR	DIGITAL FC W/MONITOR	DIGITAL FC WAMONITOR	DIGITAL PC WANDNITOR	DIGITAL PC WIMONITOR	DIGITAL PC W/MONITOR	BATTERY CHARGER-SNAP ON	SCANNER-SNAP ON DIAGNOSTIC	DIGITAL FC WIMONITOR	DIGITAL PC WIMMONITOR	TELEVISION-PANASONIC 36"	1992 FORD TAURUS AUTOMOBILE	STAUT COMPRESSOR	ALIGNMENT SYSTEM-JOHN BEAN	VCR-PANASONIC	SWIVEL CHANE #360	ENGINE ANALYZER-SUN	WHEEL BALANCER-SUN	TRAINER-FUEL INJECTION	ENGINE STAND-1/2 TON	BLASTING CABINET-DEE BLAST	BRAKE LATHE-AMMCO	ANALYZER-SUN VAT 40	MINE P STATES AND ALCOHOLISM A MINE AND ALCOHOLISM	PARTS WASHER-GRAYMILLS	DRILL PRESS-POWERMATIC 15"	HYDRAULIC PRESS	VALVE REFACER-BLACK & DECKER	Description	ATC AUTO MECHANICS
22109	22108	22139	82136310185	06433ZQQQA11N3578	NONE	NONE	J71AR054	NONE	HAI7752253	KN626L9503	KN62619502	KN626L9500	KN626L9499	KN626L9498	95422620	SUB3S106153676	KA523ARTLN	KA442FM5P6	0000000000000UG46131	N/A	NIA	071BL035	COCATYCHIOCOCOCOCOCOCO		0000000000000687A11	000000000000087B061	0.0000000000000000000000000000000000000	000000000000000000327	NA	086890000000000000000000000000000000000	000000000000000001416	NONONONONICASTETSS	000000000000000005734	154554	1488	010600000000000000000000000000000000000	Mamaber Number	
1,294.00	1,294.00	1,294.00	786.00	1,250.00	396.00	1,435.00	6,328.00	2,208.00	1,164.00	2,244.00	2,244.00	2,244.00	1,879.00	2,244.00	362.00	3,048.90	1,414.00	1,934.00	730.00	2,000.00	367.00	26,599.00	467.00	348.00	17,478.00	3,561.00	2,545.00	350.00	1,070.00	2,321.00	487.00	328.00	326.00	260.00	273.00	850.00	Acquistion Cost	
) 4/20/1999	4/20/1999	4/20/1999		12/2/1997	4/1/1998	4/1/1998	4/1/1998	7/26/1997	6/30/1997	6/1/1996	6/1/1996	6/1/1996	6/1/1996	6/1/1996	6/1/1996	6/1/1996	6/1/1995	10/1/1994	3/1/1985	5/1/1993	4/1/1993	3/1/1993	11/1/1990	12/1/1989	12/1/1987	9/1/1987	9/1/1986	4/1/1985	10/1/1979	3/1/1979	4/1/1978	6/1/1978	1/1/1970	1/1/1970	1/1/1970	1/1/1970	Date	
PO407522	FO407522	PO407522	PO420300	PO195277	PO219925	PO219925	PO219925	PO138888	PO138841	P0755575	P0755575	PO755575	P0755575	P0755575	P0755571	PO755571	PO755538	F07S5S19	PO204894	0DONATED	P0734554	BP003075	0POS6472	OPO 16638	FO110683	P0932062	PO681864	PO 21014	CT083042	0C167777	0DP07628	BCTDS047	00CT1066	00CT1066	00CT1066	00010670	Acq. Dae Number	
104	104	\$	104	104	104	192	<u> </u>	2	1.0 <u>2</u>	104	104	104	104	104	104	104	104	104	104	10 2	104	104	104	104	104	104	194	豆	104	104	104	104	7	104	104	104		?
Ω	Ω	2	2 7	Ω	1 7	1	1	12	5	Ω	Ω Ω	Ω	Ω	្ន	H	8 5	Ω	Ω	F	RH	Fſ	F	Ħ	Ħ	펵	Ħ	FI	Ħ	Ħ	F	FT	Ħ	7	=	=	H	Policy Type	

DATE

4/26/200

WF0000000159802 WF00000000153214 WF00000000147606 WF0000000170999 WF0000000170997 WF0000000159813 WF00000000159811 WF00000000159805 WF000000015704 WF00000000157040 ALEQUATION OF STREET WF00000000157030 WF00000000153207 WF000000015319 WF0000000152945 WF000000014763 THE PRODUCTION IN WF0000000147629 WF0000000147626 WT00000000147608 Roun #: 170302 WF0000000177570 WF0000000177565 WF000000017100 WF0000000171002 WF0000000017100 WF0000000171000 WF000000017099 WF0000000D14816 WF0000000180021 WF0000000177572 WF00000000177571 WF0000000017100 WF00000000D14829 Location: R6200000 Asset ID Number AUTO LIFT-SNAP ON AC RECYCLING SYSTEM-SNAP ON PRINTER-HEWLETT PACKARD COLOR PRINTER-HEWLETT PACKARD COLOR DELL PC ACCENT PC W/MONITOR ACCENT PC W/MONITOR ACCENT PC WIMONITOR JHM PC W/MONITOR BRAKE CLEANER-CLAYTON SCANNER-OTC GENISIS ACCENT FC W/MONITOR CLASSROOM PERFORMANCE SYSTEM INTERWRITE SCHOOL PAD **ENGINE ANALYZER-SUN** TIRE CHANGER-SNAP ON AC DESCRIPTION INTO CHAD ON TRANSMISSION JACK-SNAP ON LAB SCOPE-SNAP ON IBM PC WMONITOR ANALYZER-SUN VAT 45 SCANNER-SNAP ON DIAGNOSTIC DELLEC DELL PC CLASSROOM FERFORMANCE SYSTEM SCANNER-SNAP ON VANTAGE DELL PC DELL PC DELLAC DELLPC SCANNER-TECH II DELL PC HIM PC W/MO/UTOR IBM PC W/MONITOR 170302 **AUTO MECHANICS** Description) ATC Number of Assets: 01223MX92NIWIG6 MX92NIWIJ2 18897 100020 100018 100011 NONE JP3XF61 BDA10122041 28029 PXR1949287 BJS621213 HONE SUB3\$426171434 4Q3XF61 PATKE 48 T9-08279 23KZ409 A9121066 015180597 L81FR055 171CBEC80 Manufacturers Serial
Number 23-YTVKI 23-YRWC 23YRWHI VUH2S0088009854 398A42996 2Q3XP61 HP3XP6 BQ3XP6 CRANG IP3XP61 1 Acquistion Cost Acquistion Cest: 27,616.00 3,562.50 3,524 00 1,045.00 1,169.00 1,935.00 2,894.95 2,321.00 3,048.00 1,045.00 1,045.00 4,831.96 1,524.00 1,938.00 3,904.88 1,654.00 2,010.00 2,620.00 615.001,938.00 749.25 691.39 383.00 909.14 383.00 544.00 544.00 54.00 544.00 544.00 \$44.00 544.00 544.00 6/25/200 5/20/1999 621/200 4/23/200 5/4/1995 2/16/2005 6/29/200 6/29/200 6/29/200 S/7/1999 4,/25/200 11/2/1995 6/21/200 10/1/1997 6/22/199 6/22/199V 5/22/199 6/22/199 5/4/1999 8/1/1988 807/1988 2/16/200: 2/16/2005 2/16/2005 2/16/2003 2/16/2005 2/16/2005 2/16/2004 Acquis.
Date 8/1/1988 4/23/2002 12/12/1997 2772004 Acq. Doc Number 1-01196183 PO401087 I-04232428 P0754547 PO408529 PO408529 PO408529 PO407657 PO407657 1-01196183 H01187116 0-01128292 I-04232428 I-02135828 PO40%529 I-05062969 F01196183 PROCARD BO-111-55-00 1-05062969 PO15876 PO158761 PO158760 I-0425294 PO011077 P0011077 1-0213582 PO011073 1-0506296 1-05062369 1-05062969 1-05062969 1-05062969 H05062969 175,069.97 事 줖 뎦 절 줖 쿺 ᅙ 줖 둪 ᅙ 줃 ጅ 둪 5 뎦 ᅙ 줖 줖 Policy Type Insurance 3 Ω 7 Ω 臣 3 H Ξ Ω Ω 2 Ω \mathbf{C} Ω ß 7

Totals for Room #:

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7			44 DVM 60 EX 2	Media - 60 mi	•	.43	9 43
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/			81 VCTR 610	Sonx Light	weigh Tripod	3.33	133
	1.1						
/:			470PUY. RPN IL	<u> </u>	Vb. Burner,	410	\$410
2.			44 OP313 R473PK	3 px Di	IDR Medin ·	818	136
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Standard 20 – C Resource Expenditures Page 1 of 2

2160AutoTechEqup.

FON/PROG	BUN -	OBUECT - E340	ACTIVITY	MASON CO
FUN/PROG 0100 531 DADF CT49 H220 (designate program)	BUN - 2160	3340	ACTIVITY 2160 Base Equipment-Auto Tech	MASON CO 2004-2005
OBL+EXP	EXP. TOTAL	OBL. TOTAL	BALANCE	BUDGET
776.94	726.94	50.00	1,223.06	2,000.00

12/10/04 E340 08/20/04 E348 12/17/04 E348 02/09/05 E348	DATE OF OBJ
E340 E348 O-04539097 E348 O-046703767 E348 O-05062128	OBJ CODE PAY DOC #
DVD Drive TV VCR/DVD Service Cart w/locking lid Printer-split code	ITEM DESCRIPTION
50.00	\$ ORDERED
337.00 289.95 99.99	\$ PAID
Courika Solutions 337.00 Walmart 289.95 Matco Tools 99.99 Quill	VENDOR NAME

Standard 20 — C Resource Expenditures Page 2 of 2

FUN/PROG 0100 531 DAAC 2130 CT49 H220 TF	FUNCTION - H220	BUN- 2130	OBUKCT - E320	ACTIVITY Auto Technology	MASON CO 2004-2005
	OBL+EXP	EXP. TOTAL	OBL. TOTAL	BALANCE	BUDGET
	816.65	812.51	4.14	3,183.35	4,000.00

02/09/05	01/18/05	01/24/05	01/18/05	01/21/05	01/10/05	01/10/05	08/09/04	10/26/04	10/13/04	07/14/04	REQ/INV	DATE OF
E328	E328	臣328	E328	王328	E328	臣328	E328	玉328	E328	E328	CODE	овл
0-05063942	0-05030604	0-05038371	0-05028514		0-05019928	0-05019928	0-04521039	P1001283880	0-04614928	0-04481465	PAY DOC #	
Printer Cartridge-old printer	Tech Prep?	Screws & Bolts-tech prep?	Lock Pin-Tech Prep?	Pins & bolts-tech prep?	metal-tech prep?	Casters-tech prep?	DVD/VCR	Ceiling Mount for Projectors	Instructors Guide	Auto Tech Book	ITEM DESCRIPTION	
				4.14							\$ ORDERED	
46.35 31.34			7 96			168.44	89.74		30.24	159.34	\$ PAID	
Quill Walmart	Standard Supply Co.	Napa	Tractor suppry	Tractor cuppiy	Chandard Cumpler Co	Tractor Supply	89.74 Walmart	De11	Goodheart & Wilcox	159.34 Goodheart & Wilcox	VENDOR NAME	

School:	Central Office			Standard 201	Standard 20D - Projected Budget	Budaet
Program:	Auto Sample Program		3-Year Budget			g
				200 - 200	200 - 200	200 - 200
Area	Item	Vendor	Justification	Cost-Year 1	Cost-Year 2	Cost-Year 3
Supplies	Software	Technical Materials	Curriculum - Brakes	2.000		
			Curriculum - Cooling		2,000	
			Curriculum - Suspension			2 000
	Materials	KY Auto Parts	Increased enrollment	3,000	3.000	3.000
Equipment Repair	Scanner software	Snap-On	Up date	300	300	300
	Lifts	Rotary	Safety	300	300	300
	Front end alignment software	Hunter	Update	300	300	300
	Ratchets	Snap-On	Safety	100	100	100
	Jack stands for hydraulic jack	Snap-On	Safety	1,000	1,000	1.000
Total Supplies and Repair	Misc. supplies	Misc.		300	400	500
				7,300	7,400	7,500
Equipment						
Total Equipment						
Renovation						
	Electrical outlets	KY Lumber	Computers - Software	500		
	Dividing wall		AYES requirement	500		
	Entrance to classroom		AYES requirement	200		
Total Renovation				1,200		
Training	Professional Development	Summer Conference	KAR requirement	200	200	200
	Technical Update	DTE		200	200	200
	AYES Training	AYES	Requirement	200	200	200
Total Training				600	600	600
Other						
TOTALS				9,100	8,000	8,100

STANDARD 21

<u>School</u>: Central Area Technology Center <u>Program</u>: Automotive Technology Program

Standard: Use of Technology
Date: Current School Year

	Technology	Activity	Date
A.	Distance Learning	Students used web to search for information on ABS. (See	12/11/
<u> </u>		lesson plan)	
В.	Computer Peripherals	CPS system. (See inventory in Standard 20A.)	All year
C.	Program-Based Software	(See attached.)	All year
D.	Advanced Equipment	(See attached.)	
E.	Word Processing	Students use word processing for their portfolio entries. (See samples in Standard 5A.	All year
F.	PowerPoint for Assignments	See attached Power Point presentation.	
G.	PowerPoint for Instruction	See attached Power Point presentation.	
H.	Web Page for Program	See 13H.	
ī.	Spreadsheet	Students designed a spreadsheet with formulas to compare quotes from three vendors for materials to complete a project. (See attached student work.)	12/12/
J.	Other		

KENT/

The Kentucky Tech Curriculum

Office of Career and Technical Education Equal Education Opportunities M/F/D

Lesson Plan Created: 06/28/2004

Anti-lock Brake Systems (ABS) "Components" Lesson Plan for AUT 110 Brake Systems

Course HS Title:	BRAKE SYSTEMS		Program:	Automotive Technology
	KCTCS Courses include prepared for course his			
	KCTCS Course No.	KCTCS Course Title		
	AUT 110	Brake Systems		
	AUT 111	Brake Systems Lab		
introduction/Conte	This lesson is designed the automotive anti-lock brake opportunity to apply this	to introduce the student to the op ke system. Lab activities with this knowledge.	peration and comp s lesson will provid	onents of an de the student
Prepared By	School		Date:	
Roc Moore	Harrodsburg Area Techn	Harrodsburg Area Technology Center		
Grade Level	No. Students	No.IEP's:	Lesson Ler	gth:
Secondary			24 Days, 9	O minuto

No.	Task
47	Identify and inspect anti-lock brake system (ABS) components; determine necessary action
48	Diagnose poor stopping, wheel lock-up, abnormal pedal feel or pulsation, and noise concerns caused by the anti- lock brake system (ABS); determine necessary action
	Diagnose anti-lock brake system (ABS) electronic control(s) and components utilizing self-diagnosis and/or recommended test equipment; determine necessary action
50	Depressurize high-pressure components of the anti-lock brake system (ABS)
51	Bleed the anti-lock brake system's (ABS) front and rear hydraulic circuits
52	Remove and install anti-lock brake system (ABS) electrical/electronic/ hydraulic components
14 1	Test, diagnose, and service ABS speed sensors, toothed ring (tone wheel), and circuits using a graphing multimeter (GMM)/digital storage oscilloscope (DSO) (includes output signal, resistance, shorts to voltage/ground, and frequency data)
11 4 1	Research applicable vehicle and service information, such as brake system operation, vehicle service history, service precautions, and technical service bulletins
11124 1	Diagnose anti-lock brake system (ABS) braking concerns caused by vehicle modificatons (tire size, curb height, final drive ration, etc.)

Cite safety practices to be observed while working on anti-lock brake systems.
Describe the function and operation of the ABS control module.
Describe the function and operation of the ABS hydraulic control unit.
)

4	Describe the function and operation of the pump, accumulator and reservoir.	
5	Describe the function and operation of the speed sensors.	
6	Describe the function and operation of the deceleration and lateral acceleration sensors.	
7	Describe the function and operation of the warning light system.	
8	Describe the function and operation of the four-wheel-drive switch.	· · · · · · · · · · · · · · · · · · ·
9	Given a training vehicle and service information for that vehicle, locate the above ABS components.	

INSTRUCTIONAL MATERIALS/TECHNOLOGY

Teacher Designed Materials and Other Handouts

(1) Students will download several five-question knowledge checks over their reading assignment. (2) You should put together several handouts illustrating the different hydraulic control units. (3) Students will download activity sheet for objective #9.

Textbooks and Workbooks

Author	Title/ISBN No.	Edition	Publisher	Pages
	Automotive Excellence, Vol. 1		Glencoe	
Erjavel/Schafer	Automotive Technology		Delmar	

Software

Title	Version	Source
All Data	Current	All Data
Braking Systems	Current	ShopWare
Delmar Learning Brakes	Current	Thompson Learning
CDX Automotive Training Series	Current	Thompson Learning

Web Addresses

Title	Publisher	URL
Getting the ABS Concept	How Stuff Works	http://auto.howstuffworks.com/anti-lock-brake1.htm
Introduction to ABS	How Stuff Works	http://auto.howstuffworks.com/anti-lock-brake.htm
About ABS	Ser-net	http://www.se-r.net/brakes/abs.html

Audio/Visual

Title	Publisher
	Delmar

Supplies

Quantity	ltem	Source
0	No supplies are needed for this lesson	

Equipment

8. FOUR-WHEEL DRIVE SWITCH — for handling reasons the ABS needs to be disabled when the vehicle is in four-wheel-drive. Only those vehicles that use a viscous-clutch can use ABS while the vehicle is in 4-wheel. The four-wheel-drive switch is an input sensor for the ABS controller.

Applications/Practice

- 1 Students will have a reading assignment with written review questions to answer.
- 2 Students will view a computer-based training (CBT) module on each ABS component.
- 3 Students will go to a web page that explains the various ABS components
- Student will be assigned to a group and provided with service information. The groups will be asked to locate the individual components they are learning about. The instructor will check each group for accuracy before allowing them to switch vehicles.

Note: This is a very large lesson and will take multiple classroom, computer and lab activities to deliver.

Evaluation and feedback Prior to Testing or Lab Work

- Students will take a quiz after finishing each classroom activity. This quiz will be administered through the Blackboard Learning System. Immediate feedback is provided for wrong responses to help the student learn the material. The students may have one retake of the quiz.
- Students will be engaged in a quiz delivered by the CPS system after the classroom and Blackboard activities are completed.

STUDENT ASSESSMENT: (Assess student progress with performance criteria.)

Students will be given an individual performance test identifying the ABS components on a training vehicle.

Students will be given a test delivered by the CPS system after the classroom, Blackboard and lab activities are completed.

IMPACT--Reflection/Analysis of Teaching and Learning: (How did students progress in relation to the state objectives? Was the instruction successful? Analyze samples of student work, particularly that which is unsatisfactory, for the purpose of planning further instruction.)

REFINEMENT—Lesson Extension and Follow-up: (To be filled in as the lesson is modified during initial planning and/or during the teaching learning process.)

Connections to KERA Academic Expectations

No.	Academic Expectations
Basi	c Communications and Mathematics Skills
1.1	Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1.2	Students make sense of the variety of materials they read.





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CDX Light Vehicle

Announcement:

As of February 2005, this entire product will be included FREE as part of the CDX Automotive Resource Kit, and will no longer be sold as a separate product.

What does CDX Light Vehicle cover?

CDX Light Vehicle focuses on automotive theory, which means how cars work – the concepts and principles, how to recognize and identify vehicle components, how each individual component works, and how they fit together to form the different vehicle systems.

How can you use CDX Light Vehicle?

Teacher-led resources: Instructors all over the world rely on CDX to show their groups of students what's happening inside systems and components, and to communicate difficult concepts and processes in visually rich and interesting ways.

Self-paced learning: Every CDX Light Vehicle disc is self-loading and needs no installation, so using CDX is as easy as watching a DVD movie, and students everywhere LOVE working with CDX materials.

Network and multi-user licensing: CDX Light Vehicle can be used direct from CD-ROM anytime anywhere, or the content can be loaded onto PC hard drives or run across a campus-wide LAN for as many users as you need.

What is included in CDX Light Vehicle?

More than **18** hours of high quality video in hundreds of detailed segments with award-winning 2D and 3D animations that help students visualize and understand complex automotive theory and systems.

Hundreds of *interactive activities* designed to help students understand and remember what they have seen, with additional 'Learning Guides' for additional support.

Pre-test/post-tests reinforce and confirm comprehension prior to formal assessment.

Written tests in printable paper form, and in machine-readable form for use with electronic testing systems, together with answer sheets.

Network and PC Lab installation applications.

CDX Light Vehicle Content List

The biggest selling CDX product ever. This is now included as additional bonus in the CDX Automotive Resource Kit. Here is a detailed content list.

CDX Automotive Resource Kit (ARK)

Here is more information about this most comprehensive Resource Kit

Contact your local distributor

Pricing information; promotional bundles; other purchasing and availability information.

Free Trial request

Want to try out this product for yourself? Just ask and we will send you a free trial pack.

Email enquiry

Contact CDX direct for answers to questions that you can't find here on the website.

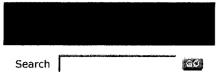
Release schedule

Here is the release schedule of new material currently in production for future upgrades.

Video samples

Download and look at some of these samples of our content. These are much smaller and lower resolution than the real thing, but you will see why so many instructors and students love CDX materials.

Task Sheet samples





Create an -

sign up to receive email updates

5

Catalog Index

New Products

Snap-on Gear

Gift Ideas

Parts Catalog

Other Snap-on Si

Catalog Index ▶ Diagnostic ▶ Modis Modular Diagnostic Information System ▶ MODIS Modular Diagnostic Information System



Image shown may not be actual product but represents product or set which includes product

MODIS Modular Diagnostic Information System (Elite 4.4)

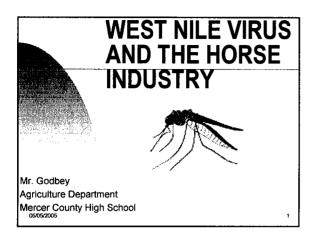
Introducing the MODIS™ System, a new and innovative diagnostic platform that allows technicians lets to pinpoint and diagnose today's sophisticated vehicles faster. The MODIS™ System incorporates the Co Graphing Scanner™ scan tool with Fast-Track® Troubleshooter softwa the industry's only experience-based troubleshooting software. The MODIS™ system also features a powerful 4-channel lab scope with Co On-Plug (COP) and Coil-In-Cap (CIC) ignition capabilities plus a power Digital Graphing Multimeter built into a common architecture with expandable ports. Fast-Track® Component Tests combine MODIS™ instrumentation with expert information from factory-trained and ASEcertified master technicians to quickly locate, connect, test, and troubleshoot components. It's a hand-held diagnostic tool with everyth a technician needs for today — and tomorrow.

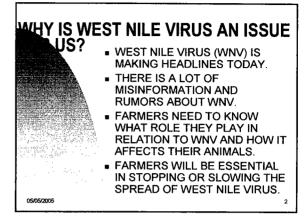
MODIS™ Elite Kit Highlights

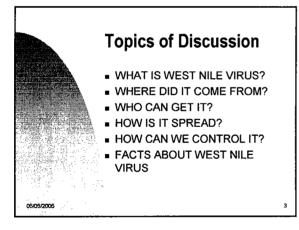
- Includes MODIS™ 4.4 Software;
- Fully portable lab/ignition scope: Road testing with an ignition scope no longer a problem!
- Comes complete with Snap-on® Domestic and Asian Import Scannel software and five Troubleshooter titles installed and ready to go.
- Large, 640x480 full color VGA display is easy to see from a distance.
- Familiar PC platform makes upgrading future MODIS™ system produ
- Ruggedized case and end grips for added durability.
- Four-way thumb pad with Easy Scroll for enhanced navigation.
- Compact Flash technology for easy software updates and file storage
- One year warranty.

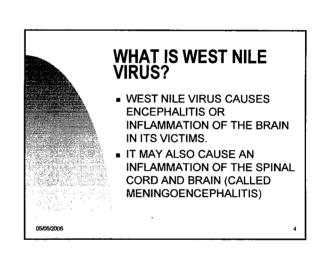
MODIS™ SYSTEM FEATURES SOFTWARE FOR THE PROFESSIONAL

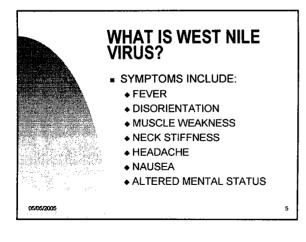
- Vehicle (Primary) communication software covers GM, Ford, Chrysler/Jeep, and Asian imports plus generic OBDII, including hundre of additional codes, data and functional tests.
- Fast-Track® Troubleshooter software covers driveability, transmissic and ABS systems for U.S. domestic vehicles and Asian imports. FULL DIGITAL GRAPHING MULTIMETER FUNCTIONS
- Selectable meter pre-sets.
- Voltage, Frequency, Pressure* (100, 500 and 5000PSI), Vacuum* (1 PSI), Low Amps* (20 and 40), Mixture Control Dwell (60 and 90), Dut Cycle, Pulse Width and Injection Pulse Width. (* Indicates optional accessory required for stated function).
- Digital meter view or graphic meter view or split screen of both.
- Adjustable time bases from one second to five minutes.
- Live cursors with pinpoint measurements and delta.
- Automatic and manual signal threshold detection.

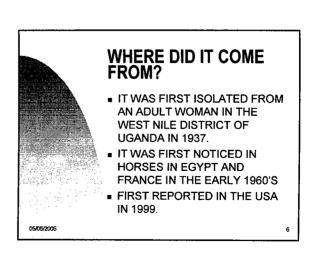


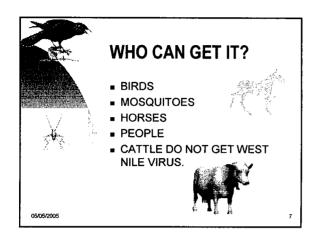


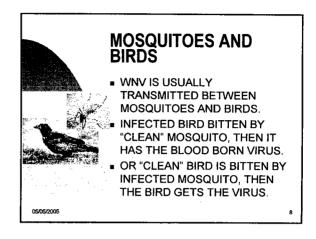


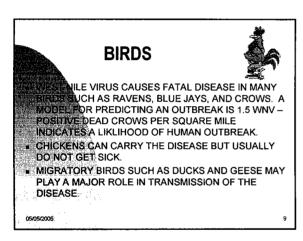


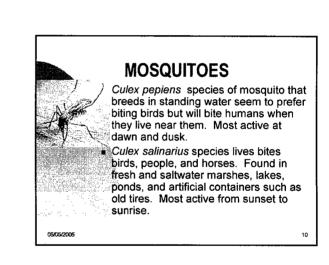


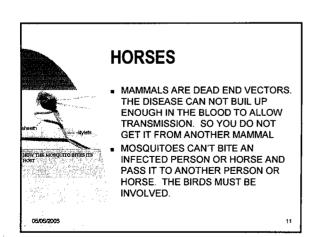


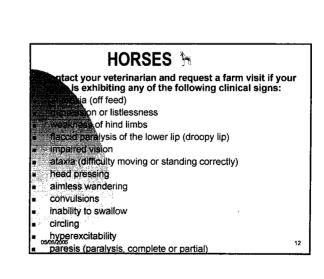




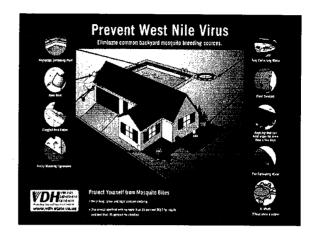












FACTS ABOUT WEST NILE VIRUS

RE MOST LIKELY TO BECOME

- MOST MOSQUITOES ARE NOT INFECTED WITH
- MOST MOSQUITO BITES WILL NOT LEAD TO WNV
- VIRUS INCUBATION PERIOD IS 3 TO 14 DAYS AFTER BEING BITTEN
- MOST PEOPLE WHO BECOME INFECTED DO NOT GET SICK

05/05/2006

MORE FACTS

N AREAS WERE MOSQUITOES ARE T THAT CARRY THE VIRUS ONLY 1% CTED

- IN THE U. S. ABOUT 1% OF PEOPLE BITTEN BY AN INFECTED MOSQUITO BECOME SERIOUSLY
- MANY PEOPLE ONLY REPORT "FLU-LIKE" SYMPTOMS
- THERE IS NO VACCINE FOR WNV FOR HUMANS.
- THE VACCINE FOR HORSES IS, AT BEST, MILDLY EFFECTIVE

05/05/2005

16

FACTS ABOUT WNV IN KENTUCKY

ough 9/10/02: 314 positive birds; 882 birds 108 counties.

231 positive horses from 57 counties.

15,149 mosquito collected from 17 counties;

40 positive mosquito pools in 8 counties.

138 human samples; 3 confirmed positive, 9 probable, 2 deaths

05/05/2005

17

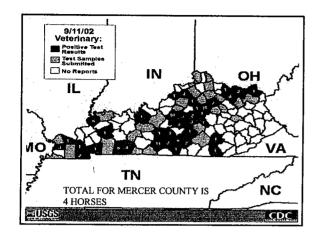
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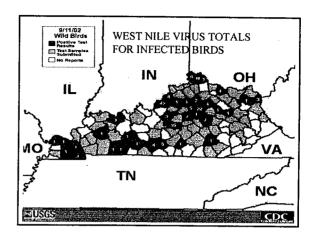
CONFIRMED HUMAN WEST NILE S INFECTIONS IN KENTUCKY

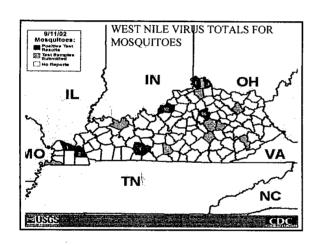
- Jefferson: Ten cases (one death)
- Union: Two cases (one death)
- Barren: Two cases
- Green: One case
- McCreary: One case

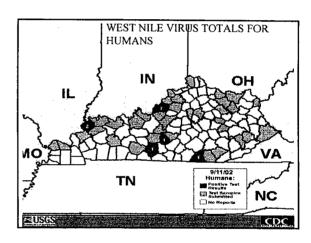
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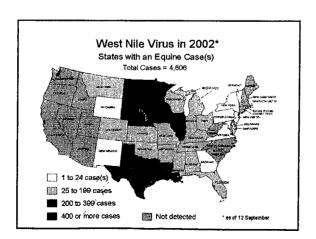
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BREEDS IN KENTUCKY INFECTED WITH WNV TENNESSEE WALKING HORSE (66) QUARTER HORSE (62) THOROUGHBRED (16) STANDARDBRED (18) AMERICAN SADDLEBRED (12) PAINT (9) ARABIAN (6) SADDLE HORSE (6) MULE (2) PASO FINO (2)



- WARMBLOOD (1)
- PALOMINO (1)
- HAFLINGER (1)
- MINIATURE HÓRSE (1)
- HACKNEY (1)
- ROCKY MOUNTAIN (1)
- NOT PROVIDED (5)
 - TOTAL 231
 - 149 LIVING
 - 65 EUTHANIZED
 - 17 DIED OF NATURAL CAUSES

05/05/2005

25



CONCLUSION

- WEST NILE IS A SERIOUS VIRUS
- **WNV CAN BE CONTROLLED**
- WNV INFECTS MOSQUITOES, BIRDS,HORSES, AND HUMANS
- WNV SELDOM CAUSES SERIOUS ILLNESS
- WNV IS NOT CARRIED BY EVERY MOSQUITO

05/05/2005

26

MORE EQUIN MARE SYNDE CRUEL ANIMAL WELFA

MORE ISSUES IN EQUINE INDUSTRY

- MARE REPRODUCTIVE LOSS SYNDROME
- CRUELTY TO ANIMALS
- ANIMAL RIGHTS VS. ANIMAL WELFARE
- SLAUGHTER OF HORSES

05/05/2005

27



Mrs. Armstrong's Web Site

Mercer County High School

Mrs. Armstrong's Web Site

Introduction to Business—Room 132

Planning

3rd Block— Career Enterprises



4th Block-Burgin



Suggested Reading and Web Sites



Class Rules and Expectations



Welcome back to school and to my classes. I am looking forward to having you in my class and know we will have a great year!

Feel free to use this web site for class schedules, recommended reading lists, links to web sites, class rules, and further information.



If you are enrolled in a business class this year, either here or at the vocational center. you can join the business club, Juture Business Leaders of America. This is a very evertheehite organization with many activities and opportunities. If you are interested, feel free to contact me for further information.



Standard 211 - Spreadsheets

Central ATC 5-11-200_ Project for Mr. Bennett by Jason Turner

Job:

60,000-Mile Tune-Up 2000 Ford Escort, 2.0L SOHC

	Swifty Auto Parts 800-765-8765	Auto Parts, 800-765-98		Auto Parts Ga 800-987-1234	
Timing belt Spark plugs (4) Fuel filter	26.1 11.4 11.5	0	24.95 22.80 10.59		31.95 14.12 10.70
Total	\$ 49.03	3 \$	58.34	\$	56.77